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ABSTRACT

The guide to classroom instruction in language development for educable mentally handicapped children at the intermediate level is said to be based on a 4 year demonstration project which subjectively evaluated several approaches to the stimulation of speech and language in retarded children. Stressed is the need to incorporate speech activities into all curriculum areas and to cooperate with the speech clinician. The teacher is encouraged to understand the verbal communication process, maintain an accepting classroom environment, learn to assess each child's verbal ability, provide new experiences for each child, and develop methods to integrate speech improvement into daily activities. Discussed are ways to develop language as part of the daily routine, language arts, arithmetic, science, social studies, experience units, art, and music. The major portion of the document consists of two sets of lesson plans, the first one based on orientation in the first week of school, and the second based on typical holiday activities. The material is presented by complete days with topical themes such as money, clothing, or seasons. Lesson plans are organized by related subject areas, activities, advancing preparation and resource materials, and suggestions for blackboard, bulletin board, and experience charts. Appended are suggestions for teaching materials and stories. (DB)

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classroom approach to language development for mentally retarded children

Intermediate Level

Iowa State Services for Crippled Children • Speech and Audiology Division

ED 082399

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CLASSROOM APPROACH
TO LANGUAGE DEVELOPMENT
FOR MENTALLY RETARDED CHILDREN

Intermediate Level

Iowa State Services for Crippled Children

1973

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This manual is part of a special mental retardation project conducted by the Iowa State Services for Crippled Children under special fund allotments of the Department of Health, Education and Welfare, MCHS (formerly Children's Bureau). The project has been conducted by the Speech and Audiology staff of the Iowa State Services for Crippled Children, with complete freedom in design and conduct. Points of view do not necessarily reflect official policies of the Maternal and Child Health Services.

This project is an integral part of the Iowa Crippled Children's program plan and is subject to all requirements as determined by the Maternal and Child Health Services.

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TO THE TEACHER

We believe that the classroom teacher is extremely important in bringing about effective change in the communication skills of the mentally retarded population. This belief is reaffirmed by our demonstration project*, which indicates that the desired change is more likely to occur when the teacher is able to incorporate verbal communication goals into most classroom activities, rather than relying upon a short speech lesson each day.

The purpose of this manual is to provide you with workable suggestions, developed during our research, to help you incorporate speech and language goals into your existing curriculum. Specific classroom ideas are presented that will aid you in developing methods to improve the verbal communication skills of your student. If possible, you should work with a school speech clinician. However, you can be quite effective on your own if you are aware of the various speech problems discussed in this manual, and can incorporate the suggested activities into your classroom routine. In this way, we feel that it will be possible for you to have a marked effect on the level of verbal communication in your class.

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*From 1964-1968, the Iowa State Services for Crippled Children conducted a project to investigate several approaches to speech and language stimulation in classrooms for mentally retarded children.

This volume explores the goals of a speech improvement program and suggests activities to help you incorporate a verbal language development program into your current curriculum. Designed as a reference manual, the book contains suggestions for improving verbal communication skills in Language Arts, Arithmetic Skills, Social Studies, Science, Music, and Art. For purposes of illustration, several sample lessons are included.

This volume also includes two complete sets of lesson plans which illustrate the continuity of verbal language development goals in a total unit. One sample unit is based on a holiday theme and can be used as daily lesson plans (with revision to allow for your individual class) for twelve days between Thanksgiving and Christmas vacation. The other set of lesson plans is based on school orientation. These sample units are intended primarily as examples of the kind of activities that can be incorporated into units which you develop on other themes, or into your subject-oriented curriculum.

The appendix in this volume contains stories, crafts, and bibliographies. Some items are related specifically to the sample units, other are adaptable to other unit themes and to various activities in your classroom. Teaching materials are also included.

The language development suggestions given in this volume are particularly suited to Intermediate level students (I.Q. between 55 and 80), but they will need to be adapted to suit the functioning levels of individual classes. Age-related interest differences exist, and achievement expectations vary. Nevertheless we feel that the types of activities suggested in this manual will be found effective with children in Intermediate classes.

Although this volume is presented primarily for classroom teachers, speech clinicians will find the information helpful in gaining a greater insight into ways in which they may work effectively with classroom teachers toward development of the verbal skills of mentally retarded children.

It is hoped that this material may be easily adapted to your individual classroom routines and procedures. We also hope that as you study and use this manual, you will find a desire to write us with further suggestions or comments, for we believe that the classroom teacher is the key person in the effort to improve the communications skills of the mentally retarded child.

I. INTRODUCTION

I. INTRODUCTION

A great deal has been accomplished in the last ten years in providing educational opportunities for mentally retarded children. Methods of teaching have been developed which minimize some of the learning problems of these children. Yet, even though much progress has been made in the area of general educational procedures, relatively little has been done to develop specific methods for helping mentally retarded children to improve their speech and language skills.

In view of the general paucity of information regarding effective verbal language development procedures, the Speech and Audiology Division of the Iowa State Services for Crippled Children undertook a four-year demonstration project to evaluate subjectively several approaches to speech and language stimulation with mentally retarded children. The present text is based on the results of our project.

The material in this volume is designed to aid the teacher in raising the level of language ability at which the children in her class are functioning. It will help the teacher become more aware of the specific verbal communication problems of each child, thus enabling her to be more effective in establishing goals and programs to overcome these problems.

ROLE OF THE TEACHER IN DEVELOPING BETTER VERBAL COMMUNICATION

The development of verbal communication skills is a key to the mentally retarded child's success in learning. It is the foundation upon which many other skills are built. The classroom teacher should therefore be greatly concerned with the improvement of the verbal communication ability of her pupils. She must learn to formulate goals for improving language, and she should strive to help the children reach these goals. We feel that the teacher who is aware of the importance of the improvement of verbal communication will be able to incorporate her language development goals into all classroom activities, and it will be unnecessary to limit speech and language activities to a brief period each day.

In order to implement such an active language improvement program, the classroom teacher should endeavor to accomplish the following:

1. Develop a thorough understanding of the verbal communication process.
2. Maintain a positive, accepting climate in the classroom.
3. Provide opportunities for each child to gain new life experiences.
4. Learn to assess at least grossly the level of each child's verbal ability.
5. Develop effective methods for integrating speech improvement goals into daily classroom activities.

The remainder of this chapter is designed to aid the teacher in accomplishing items one through four. The rest of this volume, and the greatest portion, is devoted to specific suggestions that will help the teacher in implementing item five -- the development of effective methods for use in the classroom.

THE VERBAL COMMUNICATION PROCESS

Speech improvement has traditionally been seen as an effort to correct the way a child says words, a matter of correct pronunciation. Actually, the development of verbal communication (speaking skills) is a complex process involving articulation, voice and language skills, and the mental processes of conceptualization and reasoning. It involves speaking, listening, and understanding. All of these result in the expression and reception of ideas through verbal communication.

The use of language is closely related to the reasoning process. The way a child speaks reflects the way he thinks. Thus, the length and complexity of a child's verbal output, his vocabulary, and the word patterns he uses, are indicators of his skill in reasoning and conceptualizing. By increasing the child's verbal ability, the teacher is thereby increasing the child's overall ability to learn. Educational progress often results from the development of verbal language skills, since learning is largely dependent upon the child being able to reason by using words as symbols; the child must be able to use these symbols as tools for receiving and expressing ideas.

As with other developmental tasks (such as fine motor coordination, or visual-motor perception), mentally retarded children are somewhat behind normal children in developing effective verbal communication skills. This means that their ability to speak, to listen, and to understand, will develop at a slower rate. For example, the normal child has usually attained mature articulation by age eight, while the mentally retarded child is often 11 years of age before he gains the same proficiency. Therefore, in order to most effectively educate the mentally retarded child, the classroom teacher must consciously work to develop the more efficient skills in verbal communication that will facilitate learning in all academic areas.

A POSITIVE CLIMATE IN THE CLASSROOM

Communication skills will develop best if a positive, accepting climate is maintained in the classroom. Providing a pleasurable and stimulating experiential and ideational setting for the students in a class will, in itself, encourage development of oral communication among them. Such an atmosphere will make the use of language for self-expression an enjoyable experience. It will increase the children's self confidence, reduce any fears of failure that they may have, and increase their desire to learn.

An important factor in establishing a positive climate in the classroom is the development of an attitude of acceptance on the part of the children, as well as the teacher. The students should be encouraged to recognize and accept the verbal contributions of all members of the class. Each child should be allowed a chance to communicate, to make a positive verbal contribution. The teacher can facilitate this by structuring situations that encourage the participation of every child in the class. In addition, the teacher should make sure that she, and the more verbal members of the class, do no monopolize the speaking situations. The less verbal members of the class should be particularly encouraged to make contributions, on their own level, and these contributions should be acknowledged and accepted by the teacher and the class.

The late Wendell Johnson, Professor of Speech Pathology at the University of Iowa, expressed it in the following manner:

> Listen to the child well, to what he is saying, and almost saying, and not saying at all. He has something he wants to tell you, something that has meaning to him, that is important to him. He is not just being verbally frisky.
>
> Respect him as a speaker. Listen to him enough to hear him out. It is wonderful for him as a growing person to feel that he is being heard, that others care about what he is saying. Assume he's doing the best he can and that it is more important for him to want to talk to you than to sound correct.

PROVIDING OPPORTUNITIES FOR NEW EXPERIENCES

Another major aspect of the teacher's role is to provide experiences which are basic to the development of speech skills. The important thing to remember is that experience, in the broadest sense of the word, necessarily precedes verbalization. And our findings show that we cannot assume that the mentally retarded children in a class have been exposed to as many common experiences as have their age mates in a regular classroom. Thus, the teacher must be alert to such deficits and provide appropriate experiences for all of the children in her class.

In order to facilitate the acquiring of new concepts, the children should be helped to experience things through all their senses. For example, once a child can recognize a flower by its color, texture, shape, and fragrance, he has acquired a fairly complete concept of a flower. The integration of the "experience" of the flower must precede the association of the word, "flower," with the object.

If the teacher provides an opportunity for the children to observe and experience objects through classroom or field activities, and then verbalizes about those observations and experiences, the children will associate the words with the objects and experiences, and they will imitate the teacher's production of those words. In this way, the experience becomes a vital factor in the child's acquisition, genuine understanding, learning, and retention of the new words.

ASSESSING A CHILD'S VERBAL ABILITY

The teacher of the mentally retarded needs to understand the factors that limit the effective verbal communication of the children in her class. She needs to discover and understand the basis for these limitations. In order to do this, it is necessary to assess the level of verbal development of each child. By determining this level, she may develop realistic goals concerning the child's improvement. With the less verbal children it would be more important to concentrate on encouraging speech, even if the speech is misarticulated, than to concentrate on improved articulation. Therefore, it is quite important to assess the level of the child's performance, and then to set appropriate goals for the child's improvement.

In assessing verbal communication ability, the teacher's first concern should be, whether or not a child is ready to communicate verbally. This area of readiness would seem to be of more importance for teachers of Trainable and Primary level children. However, this information is important for the teachers of other levels as a basis of speech and language development, and hence is included here. In our experience with mentally retarded children, we have discovered certain characteristics of language development that indicate a state of "readiness." The following five conditions seem to be essential for a mentally retarded child to be ready to learn to communicate verbally.

1. He must be aware of his environment, particularly his relationship to other people in that environment, whether they be members of the family or classmates at school.
2. He must develop a need to talk, and he must be aware that he can obtain the things he needs by talking. He must have experienced the reward that comes from repeatedly having needs and wants satisfied when he expresses them in words.
3. He must be aware that communication is a two-way process, involving listening as well as talking. He must learn to follow directions as well as to give directions.
4. He must be aware that his relationship with others depends on communication. He needs to recognize that there are rewards to be had from knowing others through the verbalizations and other means of expression they use to communicate their feelings, likes, and dislikes. He must develop the desire to communicate his own wants and emotions to others.
5. He must have a speech and language model to imitate and learn from, and he must also have stimulation to use speech. The classroom teacher can be his most effective language model.

In addition to being aware of these conditions of readiness, the teacher should also try to understand the things that interfere with getting the child to communicate verbally. There are a variety of reasons for the large number deficiencies in the verbal communication of mentally retarded children, and there are many factors to be considered. One of the most important of these is the child's home environment.

An increasing amount of material has been gathered on the "culturally disadvantaged" child. These reports show that environment may have a drastic effect on how a child develops verbally. The teacher, then, if she is going to be effective in understanding the verbal (and general) behavior of each child in her class, must know about the child's family, and how they feel and interact. Home visits and frequent parent conferences by the special education teacher will provide this information, and at the same time will help develop mutual understanding and cooperation.

The home environment can affect the verbal communication of the child in many ways. The child may not have been encouraged to take part in family activities and experiences. Or, he may have been rewarded for anti-social behavior. Well-meaning parents may become discouraged because their child does not respond as rapidly to the same amount of verbal stimulation that they provided their other children. These parents may give up, and as a result, the child, who in fact needs much more verbal stimulation, may actually get much less.

Another important requirement in assessing the child's level of verbal development is that the teacher develop an understanding of the kinds of basic verbal communication problems of retarded children. The following topics are presented as guidelines for helping the teacher discover and understand the basis of the verbal limitations of the children in her class, in order to assess more accurately their level of performance.

Limited Knowledge of Relationships -- Some retarded children have limited understanding of the relationship between themselves and their environment, or of the relationships among objects.

1. Limitation of knowledge of relationships between self and environment The mentally retarded youngster often continues even in the Intermediate years to have difficulty adjusting to the routine, the teachers, other pupils, the physical setting, and all the school regulations. The child is often unable to organize his perceptions so that they are psychologically acceptable to him. Such a child must be helped to learn to adjust to his environment before he can function effectively.
2. Limitation of knowledge about relationships among objects. Many mentally retarded children do no view a given object as a part of a distinct class of objects. For example, a younger child may not distinguish between individual dogs, such as the neighbor's dog and his dog. Or he may not differentiate dogs as a separate class of animals, but may call all animals dogs (or cows, or cats). Older children may also lack knowledge of relationships at varying levels of association.

Reduced Verbal Communication -- A reduced level of communication refers mainly to the quantity of verbalization, rather than to the quality of verbalization. The mentally retarded child often simply speaks less than a normal child. In many instances, this is because verbal communication is difficult for him, and consequently, less rewarding.

1. Little verbalization at all. Although most frequently found in Trainable classes and Primary educable classes where formal educational training is a relatively new experience, little verbalization may also be observed, perhaps to a lesser degree, in Intermediate educable classes. A child often verbalizes only when called upon, and then only after some insistence or encouragement from the teacher. In other words, the child is still not verbalizing to communicate his feelings, and he is not using verbal communication to interact with others.
2. Shorter lengths of response. Some Intermediate level children who verbalize often enough may still have reduced verbal communication and use one-word utterances, incomplete sentences, or very simple sentences.

Limited Ability with Oral Communication -- Limited ability with oral communication refers to a lack of skill, or an inability to use verbal communication because of a paucity of verbal skills.

1. Limited vocabulary or depressed vocabulary skills. Vocabulary skills vary among individuals and among class levels. In Trainable and Primary classes, this vocabulary deficiency may be shown on simple naming tasks and on tasks that require a child to identify objects named by others. In more advanced classes, a lack of variety of object classes can be indicative of depressed vocabulary skills. Depressed vocabulary may also be reflected by limited use of descriptive words such as adjectives and adverbs.

2. Poorly developed grammatical skills. Some of the more common difficulties in the area of grammatical skills include inaccurate verb tenses, lack of agreement between subject and verb, inaccurate gender and case of pronouns, the omission of prepositions, and missing articles, such as "the," "a," "an," and "some."
3. Articulation problems. Inaccuracy in speech sound articulation patterns is often a characteristic problem in Trainable, Primary and Intermediate classes. The substitution by some children of one speech sound for another may make their speech difficult to understand. Certain speech sounds may be omitted altogether or distorted in such a way as to result in unintelligibility. It is not unusual to find many developmental articulation problems in special education rooms even at the Intermediate level. Misarticulations may also be associated with some physical problem.

Limited Receptive Skills -- Limited receptive skills often coincide with problems in expression, although not usually on a one-to-one basis. That is, a child's receptive skills can be much better than his expressive skills, but the converse is not true.

1. Limitations in listening. Some children simply have not learned to pay attention and to listen because there was no reward or positive reinforcement for attending to what was being said. Other children may be distractible for physiological reasons.
2. Limitations in understanding. The problem of limited understanding may be related to a child's limitations in vocabulary, grammar and

syntax. However, for some children, limitations in understanding may be related to inability to remember more than a short sequence of words. Limited ability to retain ideas may be the result of either psychological or physiological problems.

3. Hearing loss. Surveys of special education classes reveal that an unusually large number of the children have hearing losses. Some hearing problems are transitory and intermittent, so that one day a child's hearing may be normal, while on another day he may experience a great deal of difficulty in hearing. Other hearing losses are chronic in nature. Some hearing losses may affect all pitches, while others may affect only those pitches one must hear in order to understand speech. With some losses, the child may be able to communicate quite well in a one-to-one situation, but have much difficulty in a group or in a noisy room.

We have described some of the speech and language patterns which are characteristic of the entire classroom population. Some children may have more severe language deficiencies which require the special help and close attention of a trained speech clinician. In this case, the teacher should work with the speech clinician in improving the overall verbal skills of these children. Also, when a speech clinician is available on a frequent basis, it is effective for the teacher to work with the clinician in developing programs for the whole class.

Even though there are many different levels of language ability in each class, and many individual problems in verbal communication, the teacher can help all of the pupils in her class by stressing speech and language in every activity throughout the day.

Language opportunities are everywhere and not to be considered only during a specific portion of the day set aside for language activities. When this training is a regular part of all experiences, children learn the utilitarian and social value of speech and can participate regardless of the level of their expressive language. Classroom concern is with language improvement rather than with articulation. The goal is intelligible oral expression with language first in importance and speech second.

Rose C. Engel, Language Motivating Experiences for Young Children. Los Angeles: University of Southern California

II. LANGUAGE DEVELOPMENT IN THE CLASSROOM

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By the time mentally retarded children have reached the Intermediate level of educational placement, they have few inconsistencies of articulation and have usually acquired language development. Intermediate level children in the age range 9 to 12 years have been exposed to varied experiences both in their homes and their communities and are beginning to express their reactions with the new vocabulary constantly being added to their repertoire. The amount of oral communication has probably increased. In most cases, Intermediate level children use some kind of verbal communication to interact with others.

As speech and language have become more patterned and consistent, articulation problems are more likely to involve specific sounds. The usual length of responses has probably increased beyond simple two-word subject-and-verb utterances, but sentence structure may continue to be simple or incomplete. With a continuing deficiency in categorizing and understanding relationships between objects, vocabulary problems include limited usage of descriptive words and words denoting higher levels of abstraction. For example, a child may know and use the classification "car", but not use "station wagon", "convertible", or "sedan". The language structure deficiencies often exhibited are inappropriate articles, lack of subject-verb agreement, improper use of modifiers, lack of prepositions or complex elaborative phrases.

As they become more aware of individual sounds and their association with letter symbols, children at the Intermediate level should now aim to acquire skills in reading and writing. This will be the focus of much language training work with Intermediate level mentally retarded students.

DAILY ROUTINES

Because mentally retarded children can function best when they anticipate the repetition of certain procedures each day, it is important that a daily routine be adhered to. Intermediate level classrooms will benefit from a somewhat greater structuring of curriculum material than is common in Primary rooms, but flexibility in the handling of individual units should be retained. As a result, the frame work established for the school day by daily routines is especially valuable. Among these unvaried activities can be opening exercises, a regular story time, and closing exercises. The supervised lunch period, although not formally a part of the academic program of a school, acts as a welcome break in the day which contributes to a sense of relaxation and well-being in the students. Conversation among the students should be encouraged at that time.

Opening Exercises -- The opening exercise period should be a relaxed time in which children have the opportunity to share in some way their thoughts and feelings regarding something which happened prior to their arrival at school or something that is planned for the day. Without creating a rigid questioning atmosphere, it is possible at this time to review an event of the previous day. This period should also include rote procedures, both for the basic information they impart and for the practice in articulation they provide. The following are some suggestions for using the opening period of the day to stimulate speech and language in the classroom.

1. Use the calendar to note the day, day of the week, month, and year. Concepts of time, such as "yesterday", "tomorrow", "last week", "next month" can be related. The approach of a special event or holiday can be used as a focal point and the number of days until a given date marked off daily.
2. Daily observations of the weather can be made, and appropriate entries made on the classroom calendar or on individual calendars maintained by each child. This is an opportunity to stress vocabulary related to the seasons and clothing as well as to weather conditions. The ability to compare and contrast can be developed by discussing changes in temperature from one day to the next. An indoor-outdoor thermometer is useful for this activity. After weather observations have been made by the class for some time, students can be encouraged to discuss the effect of weather on clothing and on the activities we engage in. This promotes vocabulary development, correct sentence structuring, and conceptualization.
3. Discuss or review special events that have recently taken place, stressing correct sequencing in the telling. A round-robin story where each child adds one sentence in turn can be started by asking

one child after another what happens next in the story. Another method of reviewing past experiences and improving the ability to recall is to act out feelings occasioned by an experience. Following a field trip, for example, one could act out feeling cold while waiting for the bus, being tired on the way home, listening for particular sounds heard on the trip.

4. Include a rote recitation as part of the opening exercise - the pledge of allegiance to the flag, a patriotic song, or similar brief recitation. This repetition should help establish sentence rhythm and encourage improved articulation.

5. Introduce new vocabulary words daily. The words may be part of a class of related words, for example a food. Whenever possible, new words should be related to concrete objects and should be used by the children at once in many different ways. (When do we eat it? Is it crisp, mushy, hot, sweet, etc.?) Have the students try to find other words that begin like the new one, or other names for the same object, or try to find a word that is quite the opposite. Action words can be demonstrated. In a unit on winter, "throwing snowballs," "sliding," will be meaningful to the children. Sentences spoken by the children should be added to an experience chart. The more able students will benefit from the writing practice this affords; slower children will be encouraged to try to make contributions of their own and to develop their reading abilities.

Story Time -- Considering the low level of reading skills of many students and the scarcity of available reading material at the Intermediate level, reading aloud to the class is perhaps the most effective way to help the retarded child expand his interests. As the child's attention is captured by the story being told, he is stimulated to listen more closely and his attention span is stretched. A well-written story read by an interested teacher provides the stimulation of a good speech and language model at the same time that it encourages a child to use his imagination.

Story time can be a favorite period for the teacher as well as the student. In fact a teacher's genuine enthusiasm for the story being read is a large factor in the response elicited from the children. It is always best to select for reading aloud books that you enjoy reading to the class. Your pleasure in saying the words and working from a written page will be transmitted to the children.

The following suggestions may be helpful in making story time a meaningful period in the day and in improving speech and language skills.

1. Stories should be varied in length and areas of interest. Short stories are especially suitable for retelling by the students, and for dramatizing and discussing. Longer stories can be continued in daily readings over an extended time. Periodic reviewing of a continuing story helps to establish the concept of sequencing of events and encourages recall. A mural display can be developed from day to day as the story unfolds.
2. Stories stretch both usage and recognition vocabulary. Stories can be related to other areas of the curriculum and used to reinforce units or individual experiences. The various holidays of the school year

are an easy illustration of this idea. The teacher who has sole responsibility for a classroom can plan to read a story about trees on the day that a science lesson on trees is planned. However, in a school situation where special subject teachers come into the classroom for art, music, science, or other areas of curriculum, it will take advance planning to relate the story time to other activities. But the time so spent by both teachers will prove rewarding. The acquaintance with new vocabulary gained in listening to a story and discussing it will carry over into a more verbal response pattern to the later experience. A child who has heard a story involving the colors of the rainbow will be more interested in mixing paints later to see what colors he can produce.

3. Stories are good for improving listening skills. Tell the children what to listen for before beginning the story. Afterwards, ask them "who," "what," "where" questions. If the story lends itself to it, point out similar sounds at the beginning or ends of words. Stress the rhythm of sentence structure and the feelings conveyed by the sounds of language -- fun, fear, quiet, for example.
4. Articulation is improved by reviewing specific words during the retelling of a story or during word games played after the story time.
5. Stories may be used to strengthen verbal expression and skills in describing. Whenever possible in discussing a story, find points of comparison with the students' own experiences. The children will more easily be led to take part in the conversation when they feel they

have a personal contribution to make. In describing objects, people, places, and emotions, they are encouraged to a greater facility in the use of language and are developing their skills in recalling and evaluating events.

To make the best use of new vocabulary introduced in a story takes some advance preparation on the part of the teacher. Be sure to preview any story you intend to read to the class. Some words which you feel should not yet be introduced to the children will need to be marked in the book and a substitute inserted. This small amount of revision will allow you to read selections you might otherwise want to pass up. Sometimes it will seem advisable to explain some of the new words ahead of time to the children, but this should be kept to a minimum so that story time remains an enjoyable activity. When the story is being retold or discussed by the class is the time to stress new vocabulary. This can be done by making up new sentences with the new words, acting out some of the dramatic parts or labeling appropriate parts of a bulletin board or mural display.

Closing Exercises -- The closing exercises of the day should include a time for reviewing certain aspects of the new material presented each day or for talking about enjoyable events that have taken place. With the reviewed material fresh in his mind, the child is more likely to be able to answer readily the question, "What did you learn (or do) at school today?" when he arrives home. His new vocabulary can then be reinforced by conversation at home.

A closing review, may also elicit responses from reticent students who did not contribute to the class earlier. They may feel more confident about participating in the discussion when the now familiar ideas are being reinforced.

LANGUAGE ARTS

In an Intermediate classroom, language arts usually make up a large part of the curriculum. Reading and writing are the basic language skills on which time is spent. Although these activities by their very nature foster speech and language development, it is desirable to include specific speech or language development goals. These specific goals can come from any speech and language area deemed to be important for the class, such as listening, vocabulary, reasoning, verbal expression, motor expression, written expression. The language arts lesson may be related to other classroom activities and may review material and ideas presented earlier in another subject area. It may also be a presentation of new material developed to strengthen the particular language goal.

The following speech and language development suggestions center on reading and writing skills and on speech and language activities and games. Since the abilities of individual children in a special education class usually cover a wide range, suggestions made here will need to be adapted. The classroom teacher may use them as a springboard for her imagination in developing detailed instructional objectives for her daily lesson plans.

Reading Skills -- Methods of teaching reading are not the subject of this manual. Every teacher has materials and techniques at hand. We would like to suggest though that tape recording can do much to foster speech and language development goals. For example, the tape recorder can be used to record a brief reading session or a portion of the discussion following a language exercise. During the playback of the tape, students have the opportunity to compare voice qualities, clarity of articulation, rate and rhythm of utterances and sentences, appropriateness of emotional tone, and expression in the reading or speaking. If attention has been paid to the positioning of the microphone and to the fidelity of the recorder being used, the speech samples will be clear enough for meaningful evaluation and discussion by the children.

Suggestions for speech and language development goals for reading lessons follow.

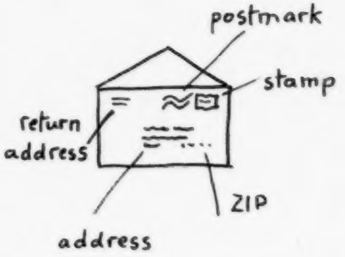
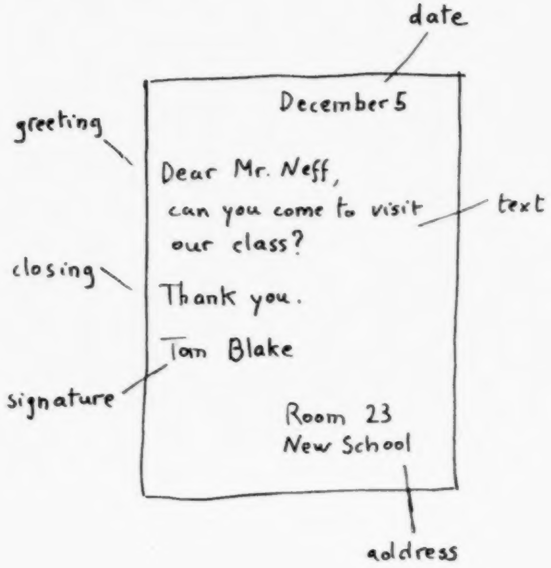
1. Improvement of listening skills. A child who participates in a reading group has the opportunity to stretch his ability to follow directions. It is also an occasion to develop the ability to distinguish between the sounds that make up speech utterances, whether simply by taking part in oral reading and following along a story being read by another child, or more formally through language games, such as listening for beginning and ending sounds in words. Rhyming games based on the reading material for the day are an excellent way to help students focus their attention on speech sounds.
2. Improvement of articulation skills, rhythm and voice quality. Progress in the articulation of specific sounds and generally in the way students use their voices in speaking is encouraged by reading aloud even small segments of a story. Another reading activity that emphasizes articulation is trying to locate and read aloud all the words in the story beginning with a specific sound or blend. This is both a visual and auditory drill. Further articulation practice can be given by asking the children to make up sentences of their own using these selected words.

3. Improvement of oral expression. Every aspect of a reading lesson, with the exception of written related worksheets, involves oral expression. In particular, whenever a student takes part in a discussion, whether of the story content or of his own or another child's performance, he is put in the position of communicating his thoughts with the use of language.
    - Pages or sections of stories can be retold or summarized; thus, improving recall as well.
    - New words can be defined and used in sentences.
    - Whenever possible personal experiences should be related to the story just read.
    - Role playing and dramatization can be a means of stimulating children to create new sentences to express their feelings and to stretch their imaginations.

Writing Skills -- Whenever time is allotted to writing as part of the language arts curriculum, the lesson may include speech and language goals.

1. Improvement of auditory discrimination. Words being studied as part of a spelling lesson can be sounded out and their beginning or ending sounds related to already familiar words.
2. Improvement of vocabulary. To be sure that both recognition and usage vocabulary will be expanded by the writing lesson, words should be defined as they are introduced. Special vocabulary lists should be built up as supplements to any regular spelling books, for example, an illustrated glossary of terms bearing on the theme of a continuing unit,

Sample Lesson Plan for Language Arts

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
1. To encourage individual verbal participation in a group classroom activity	1. Writing letters. Using a large sample letter, explain to the class the various parts of a letter and mailing envelope. As a class compose an invitation to a guest to visit the class at a later date. Discuss what to say and what information has to be included, such as the day and time of the invitation. If the guest will be from a foreign country, include a request to bring to class materials and music to illustrate that country and its holiday customs.	Sample letter and envelope  	
2. To improve use and recognition of vocabulary associated with mailing and parts of a letter	2. As individuals, have the students write a brief note to a friend or parent and make out the envelope correctly for mailing. Provide what help is necessary. The children will take the letters home.		 December 5 Dear Mr. Neff, can you come to visit our class? Thank you. Tom Blake Room 23 New School
3. To improve expression of thoughts through written language	3. Continue daily reading activities.		

such as a holiday, animals, health. To further stretch the understanding of new words, they can be made the object of riddles and crossword puzzles. Once the children are familiar with riddles and puzzles, they will enjoy helping to invent some to ask of each other. The well-known game of "Hangman" is also a good writing game.

3. Improvement of articulation skills. If papers are corrected orally, students gain practice in correct pronunciation at the same time that they check their writing skills. Listening skills can also be improved by having one child spell out a word from another child's paper, and asking the listeners to say whether the spelling is correct. Spelldowns in which the whole class participates are an activity that children usually enjoy. With a class containing children of widely varied ability, care must be taken, however, to keep the groups of competing students well balanced. The activity should be so planned that individuals experience enough success to retain an interest in the competitive situation. One variation might be to give reinforcing rewards for correct spellings, rather than have a child be counted out or sit down for incorrect answers.

4. Improvement of language structure. The games played with spelling words can be the occasion to improve sentence structure and length of responses as well as vocabulary usage. Riddles can be the means to elicit sentences from the children. For example, a word list that is made up of food items lends itself to "You eat me for breakfast. What am I?" The answers should be given in complete sentences. "You are a piece of toast," or "You are a pancake." Or the form can be, "This will

melt in a dish. What is it?" answered by, "It is ice cream." If the word list being learned includes many descriptive words, such as "pretty," "green," "hot," the game can be to tell the things we know that are pretty, green or hot. For example, "The stove is hot." "Fire is hot."

The more able children will approach with enthusiasm the challenge to try to make up a story that uses as many of the words on a list as they can. Each child in turn is asked to give a sentence using one of the new words, and the story is built up as the words are crossed off the list. In addition to stressing language, this activity encourages abstract thinking, imagination, and the proper sequencing of events -- all necessary for the more advanced stages of communication.

Specific Language Activities -- Because reading and writing are common elements of any language arts program they have been discussed separately. The remainder of this section contains specific suggestions for language arts activities that can be used entirely on their own as well as in connection with a more formal lesson.

1. Sound for the day. Have a contest to see how many words beginning with a specific sound the children can find. The list can be added to during the whole day as children think of words. Each child who contributes a word is asked to say it aloud and to give a sentence that uses it. This can be done indirectly by asking, say, "How can we use the ______?" or "Tell me something about a ______." Articulation and sentence structuring are thus reinforced.

2. Picture file or display. A picture file or display of pictures can be used in many ways to stress the various parts of speech. One such file can contain action scenes suggestive of verbs; one can contain persons and animals, the agents of action; one can be a picture file of things to be acted upon. These three files together form the basis of sentence construction in pictures. If the pictures are labeled, it remains only to add the connective words to build complete accurate sentences. For example, pictures may be used to illustrate "The boy plays baseball," and "The girl plays baseball." By adding pictures of a field and a dog to the pictures of the children and the baseball bat and ball, one can make up sentences of increasing complexity such as, "The boy plays ball in the field with a girl and a dog." Any functional words or descriptive words are written in.
3. Pantomime and object manipulation. Some concepts, (position and size, for example) and some abstract ideas (like emotions) lend themselves particularly well to nonverbal communication and to dramatic situations. The positional words like "on," "above," "behind," can be acted out with objects. A ball is placed behind the fish bowl, and in answer to a question the students must reply, "The ball is behind the fish bowl." Children may take turns demonstrating the various positions and asking questions. Opposites, such as big and little, and color words are easily incorporated into this game. Answers from the class should progress in complexity from "I see a ball" to "I see three little yellow balls and one big red ball." Vocabulary and abstract thinking are improved by this activity.

Pantomime is a good way to draw out those children who are less verbal. They may portray feelings like happiness or sadness for others to identify, and they may demonstrate by appropriate gestures size relationships or actions. Riddles of a more elaborate nature can be portrayed for the class, the actions ranging from brushing hair, to feeding a dog, or making cookies. If the situations being acted out are kept close to the children's experiences, they will be more meaningful and they will motivate greater participation. Skills in nonverbal expression will be improved.

4. Sequencing. Time concepts, which are slowly acquired by the mentally retarded, should be stressed. Pictures will again be helpful in making concrete such questions as "When do we eat breakfast?" "When do we go to bed?" The teacher can make reference to the morning and the afternoon frequently during daily class activities. Events being reviewed or planned should be tied in to the time and the order that they take place. Children should practice giving directions for craft activities or for any other activity themselves. They should pay attention to the sequence of steps to be taken.

   When stories are reviewed with the class, the classroom teacher can stress the order that events took place, emphasizing what happened before or after something. The ability to sequence events correctly is a necessary one in language development.

5. Social situation games. The social skills needed for smooth functioning in everyday living lend themselves to practice in the classroom. Through creative play, the children have the opportunity to practice social

conversation and to become aware of and fluent in the common courtesies. They should be given a chance to practice the proper use of the telephone in varied situations, and to develop vocabularies appropriate for shopping experiences and for the contacts they may have with community helpers. The do's and don't's of social situations can be the subject of various posters. Articulation, sentence structuring, listening skills and vocabulary all will be improved by these dramatizations.

6. Role-playing and glossaries. All forms of drama, including acting out a story just heard or read, choral speaking, role-playing enrich a language arts lesson. Practice is given in correct speech, language usage is expanded, and an understanding of social relationships is promoted. It is best to allow the students to develop their own versions of the sentences to be spoken. Spontaneous speaking rather than memorized lines, will be the most rewarding to the students both as a purely enjoyable activity and as a means of improving their use of speech and language.

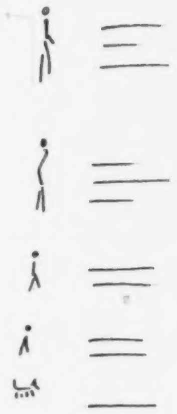
7. Word groupings and glossaries. Often categories, classifications, and sub-classifications of articles will arise out of class interests or activities. Foods such as fruits and vegetables can be compared and studied as a unit, the contrast and similarity to be pointed out in terms of color, texture, or taste. A discussion of clothing can expand into the comparison of fabrics, their origins, their purposes, their handling or manufacturing. A planned field trip can be the occasion to list means of transportation, and to talk about their applicability in terms of speed, convenience, or cost. The visit to the class of a

special guest can lead to a listing of occupations and of any vocabulary specifically connected with those jobs. Holidays are a natural subject for specialized glossaries, with accompanying illustrations easily located. All these groupings help improve conceptualization and vocabulary.

8. "What's Missing?" As a means of encouraging abstract thinking and eliciting whole sentence responses, the game of "What's Missing?" is successful and enjoyed by children. A set of a few, and eventually more, objects or pictures is presented to the children to view and identify by name. When the items have all been clearly named, the display is hidden, one item is removed, and the students are asked to say what is now missing from the display. This game lends itself to a wide range of difficulty, both in the number of things shown and in the kind of objects selected for study.

9. Group planning. To expand the children's ability to arrive at decisions and take part effectively in groups, almost any class activity, field trip, or party can be made the focus of a discussion. As the children learn to listen to suggestions, to make their own, and to evaluate possibilities, they are taking the first step toward being able to join in the more advanced committee planning that will be encouraged in advanced classrooms. At the earliest level of group planning, children can be asked to name as many ideas as they have for, say, the game to play at a party. When all ideas have been listed by a key word on the experience chart for all to see, the students are asked to raise their hands as the name of any game they would like to play is read. A mark

Sample Lesson Plan for Language Arts

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
1. To improve skills in solving problems	1. Make a shopping list.	Drawing paper	
2. To improve association concepts	Review the concept of giving; what is a gift, does it have to be bought; how does one feel when giving or receiving a gift.	Flannelboard	
3. To improve skills in listening 4. To improve skills in following directions	Instruct the class to draw small pictures of persons to whom they would like to give gifts and to label the pictures with names. As a class, discuss appropriate gifts for each person.	Pictures of a mother, father, older sister, younger brother, baby sister, dog, each backed with flannel or felt	
5. To improve reading skills	Using a flannelboard and pictures of a family, have the children help make a list with felt-backed objects on the board.	Variety of pictures of objects for gifts which would be suitable for the above family, each backed with flannel or felt	
	2. Review vocabulary words by asking the class riddles or letting students make up some for each other.	Supplementary reading books	
	3. Continue daily reading activities.		

is made on the chart for each hand up, and the class joins in the counting of votes. The speech and language goals of group planning are to improve listening skills, increase the ability to conceptualize and to make meaningful contributions as well as to reinforce the usage and recognition vocabulary related to the activity being discussed.

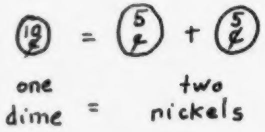
ARITHMETIC

The ability to reason effectively, basic to methematical computations, is also basic to much nonnumerical verbal expression. Therefore the time spent in developing arithmetic skills is valuable in the overall growth of the students. At the same time much of daily living is concerned with the handling of figures and an acquaintance with the vocabulary and terminology related to numbers and units of measure is desirable. Problem solving ability needs to be developed in close connection with real-life conditions such as will be encountered by children in working and living situations. In this respect, a facility with the language of arithmetic and with reasoning and problem solving can be considered to have future job orientation even at this early age.

In Intermediate classrooms, arithmetic is usually studied every day. The content of lessons will follow a systematic plan designed to foster the acquisition of methematical skills, but some guidelines to include speech and language goals can be suggested.

1. Make problem solving relevant to daily living. Take examples for number games and problems from the immediate surroundings or from situations well known to the students. For example, make up problems involving the number of plates to set at the table, or the number of stamps needed to mail invitations. In a unit on money, invent problems related to buying objects the children would be interested in. After a field trip, you may think of subtraction problems about the number of sandwiches that would be left over from a picnic if some students did not come. In this way the vocabulary related to daily experiences is reinforced.

Sample Lesson Plans for Arithmetic

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
1. To improve vocabulary associated with money	As a followup to the discussion of shopping lists, explain the need for money.	A supply of pennies, nickels, dimes, and quarters	
2. To improve skill in remembering an increasing sequence of numbers	Show the class various coins, naming each and describing the way each looks.		
3. To improve skill in following directions	Ask a student to come and give you, for example, two nickels and one penny. Continue this activity, increasing the number of items to be remembered according to the individual abilities of the students.		
. . .			
1. To provide practical application of skills stressed in previous arithmetic lessons	Continue unit on money. If the class is ready, set up a store with priced articles. Give each student a fixed amount of money to spend. (The amount of money and the prices of articles will depend on the class' skills.)	Play money and coins Objects or catalog pictures of objects for the store	SALE TODAY ! gym socks 3 for $1.25
2. To improve skills in communicating with others	Allow each student to buy articles with this money. Count out the change as they buy the articles. Talk about what each student bought and how wisely they spent their money.		hot dogs 35¢ super dogs 55¢
3. To increase vocabulary related to handling money			Get your peanuts here ! 1 free peanut with every dozen you buy !

2. Encourage responses in whole sentences. Good habits of speech are to be thought of as necessary throughout the day. As much as possible, problems should be stated in a way that descriptive words or qualifiers are needed in the answer. A problem about Easter eggs can for example incorporate color vocabulary or other descriptive words. "There are two blue eggs with a stripe and three yellow eggs with spots on them left in the bowl."
3. Develop the ability to make comparisons. The concepts of more and less, bigger and smaller, longer and shorter and the appropriate words to express these ideas can be reinforced by suitable arithmetic problems. After working the solution of a problem on the board, ask "Is this a bigger number? Do we have more now?" As much as possible, relate the problems to actual physical conditions. "If we need two cups of flour and half a cup of milk to make the cake, should we put the flour in the little bowl or the big bowl? What size bowls do you use when you help make a cake?"
4. Improve the understanding of time concepts. The number of minutes in an hour and the number of hours in a day, even the number of days in a week can be made the objects of problems that can actually be experienced by the class. The time needed to bake a cake can be broken down into how long each step will take, added up, and then compared to how long it does take the class to bake a cake. It is harder to make the experience of longer time intervals concrete, but the reading of a continuing story by chapters or the making of a mural by adding a new panel each day might be made the subjects of problems. "There are 10 chapters in the book. If we read 2 chapters every day, how many days

will it take to read the whole book? Think. How many 2s are there in 10? If we read 1 chapter every day, how long will it take? Is this less time or more time?"

5. Encourage good articulation. Many of the answers to arithmetic problems are repetitive and of limited vocabulary. This is an opportunity to encourage clear, understandable speech. In playing store for the apparent purpose of teaching the use of money, you can use a tape recorder to record the conversational exchange between the purchaser and the storekeeper. The tapes can be played back, and the students may observe the quality of their speech production -- was it easy for the storekeeper to understand what they wanted, was the voice quality pleasant?
6. Improve listening skills. A basic ingredient of effective communication is the ability to listen purposefully. Arithmetic lessons make a large demand upon listening skills. Problem solving places value on listening to directions and is therefore excellent practice for any situation where directions are important.
7. Increase the ability to sequence steps. Problem solving is also dependent on knowing what steps to take and in what order to take them. This is again a skill that carries over into other areas of speech and language.

SCIENCE, SOCIAL STUDIES, AND EXPERIENCE UNITS

Science, social studies, and life experiences are an integral part of the Intermediate curriculum. The subjects are dissimilar in content. But as part of the educational program of retarded children they are seen to serve a common function -- to broaden the acquaintance of students with the world around them and increase their ability to relate to that world in a meaningful and productive way. The same general principles for strengthening speech and language skills can be applied to all three areas. They are all aimed at broadening vocabulary, improving verbal expression, and improving reasoning skills.

Introducing New Ideas -- Intermediate EMR classes have in them students whose age range is from approximately 9 years to 12 years. Although their slower mental development is no doubt reflected in their interests, this group of children tend to be open to new ideas and experiences. In the accepting and encouraging atmosphere of the special education classroom, they can be brought to try out new fields of interest and to express themselves in discussions, in group activities and in individual projects.

1. Make frequent use of displays in the classroom, be they of scientific material or of material related to a social studies lesson. Involve the students in preparation of the display, asking their help in labeling various items. This reinforces the new vocabulary being introduced, improves writing skills, and develops a sense of order and design. Ask those students who helped arrange the material to explain it to others in the class, thus encouraging spontaneous use of speech and increasing self-confidence, as well as developing the ability to conceptualize.

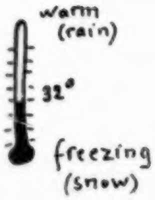
2. Hold planning sessions with the class. Whenever it can be arranged, the children should take part in the planning for special events, trips outside of the classroom, visits of informed guests on particular topics, parties, or special activities to take place in class. The experience with group discussion and decision improves listening skills and reasoning skills. The vocabulary related to the event being discussed is reinforced. Correct sentence formation is fostered by the frequent opportunity to speak informally. As you lead a planning period, try to phrase the questions you ask the children in a way that will call for whole sentence responses rather than a simple yes or no answer. Ask, for example, "What do you think is the best way to do it then, Jimmy?" or "What will happen if it rains that day?"
3. Review and evaluate activities. At the close of an activity period or soon thereafter it is a useful practice to schedule time for evaluation and review. New vocabulary is reinforced during the discussion. Time concepts and the ability to sequence events are improved by carefully noting what happened first, what next, and so on. Abstract reasoning is also improved by asking what might have been done differently another time. The less verbal members of the class will often feel more relaxed about participating in a discussion that immediately follows an experience than they did in the planning stage when they perhaps were not able to conceptualize the activity.
4. Review and summarize projects. Another form of review that develops language skills is to classify or categorize the new vocabulary. Make a summary list of "What we know about trees" (or about ice, or Mexico).

This creates a visual reminder on the experience chart. To develop the ability to identify similarities and differences, such a list could also be a list of opposites. After listing what a solid is, why not list what it is not: it is not liquid, it will not flow. Or in reviewing a trip out of the classroom, after saying that you were on time, add that you were not late.

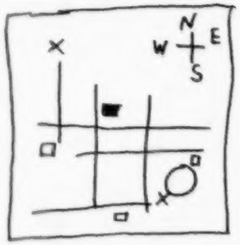
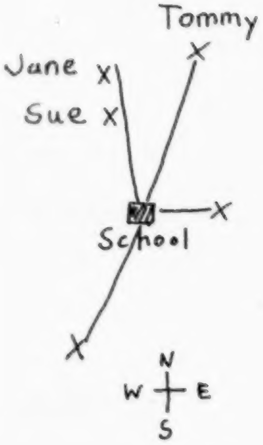
Making Experiences Real and Meaningful -- More than other children the retarded child needs to have experiences made real for him in many ways. It is not sufficient to talk about a new procedure, idea, or object. It is very often not sufficient to present written material or even pictures related to the situation to be discussed. What is needed, to the extent that it can be achieved, is a personal encounter by the student of the new concepts he is to understand and assimilate. Creative play through dramatics and role playing activities is an excellent way to elicit genuine responses. Films and filmstrips also help students to feel personally involved. In the sciences, it has long been the practice to have concrete experiments for the students to perform. In a special education class this approach to learning is all the more relevant.

1. Make experiences concrete. Whenever possible try to bring in to the classroom actual samples of what is being discussed that day. Have the children handle the objects and describe them to you. Provide any new or technical vocabulary, list it, explain it and play word games with it.

Sample Lesson Plan for Science

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
1. To expand vocabulary related to water, ice, snow, liquids and solids	Experiment with water and ice.	*Advance preparation:* a tray of frozen ice cubes, and a bucket of fresh snow	about ice
2. To expand vocabulary related to temperature 3. To improve skills in describing and classifying	Have the students examine and handle the snow, ice cubes and water. Ask them to describe each material in as many ways as they can and list the descriptive words on the experience chart. (The words will be of three kinds: those relating to temperature; those relating to the solid and liquid state; and purely sensory terms, like "white," "wet," "smooth.")	Containers Water Easily read thermometer	about water
4. To improve ability to conceptualize and draw conclusions 5. To improve understanding of the natural world	Ask the students to help you group the descriptive words according to what they tell us about ice and water.	Play thermometer (See Appendix)	
	Ice is a solid, hard, can be broken or crushed, will stand on a flat surface. Water is a liquid that can flow or be spilled and needs a container. Snow is like finely crushed ice.		
	Ice is cold. If you warm it up, it melts and becomes water. If you refrigerate water, it freezes.		
	Demonstrate the use of a thermometer both with the play thermometer and with a real one dipped in warm water, and ice water. Relate the readings on the thermometer with weather conditions. In winter rain falls as snow and puddles freeze up.		

Sample Lesson Plan for Social Studies

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
1. To increase awareness of surroundings	Make a map of the local area.	Large poster board	
2. To introduce or improve geographical concepts 3. To introduce or improve skills in interpreting a map	If you are in an urban area, the map may consist of your neighborhood or the whole town. Locate with gummed circles of various colors major points of interest such as library, police station, post office, major streets, railroad tracks. If the town is divided into major sections, mark them.	Markers Gummed circles of various colors Gummed stars	
4. To increase vocabulary related to following and giving directions	If you are in a rural area, draw a map to include the surrounding towns where the children live. Locate the highways and main roads.		
	Locate the directions N, S, E, and W. Indicate where students live, marking the approximate location of each home with a gummed star.		
	Talk about who lives closest and farthest from school.		
	Mark bus or subway routes.		
	Mention that this map shows a part of ________ county in the state of __________ in the U.S.A.		

2. Make comparisons. Compare any new ideas or situations with some with which students are already familiar. Have them tell you what is different, what is the same. A discussion of comparisons helps to make the new material take on familiarity, reinforces and extends vocabulary previously encountered, and improves the ability to reason.

3. Let students make presentations. Encourage any member of the class who is particularly well informed on a subject to present his knowledge to the rest of the class. This is a strong motivation for the child to develop his speech and language skills and gives him an opportunity for individual work and attention. Throughout the year it should be possible to provide this kind of opportunity to all students on a level appropriate to their ability.

4. Develop the students' ability to relate to persons outside their family. Through field trips and visitors to the classroom, encourage the children to have conversational contacts with a variety of people. Question times with a visitor stimulate spontaneous speech. Field trips are the occasion to practice courteous use of language -- invitations, thank yous, requests for information, giving or receiving directions.

5. Develop the students' awareness of their surroundings. Encourage them to use their senses. You can make a game of counting how many of certain things they can hear, see, smell. This information can be related to feelings and emotions.

6. Use dramatization, singing, and dancing to improve nonverbal expression skills. In acting out, avoid having a prepared dialogue. Instead,

plan with the children what scenes they wish to include and only very roughly what will be said by the actors. Scene planning is an excellent method of reviewing material. It lends itself particularly to an emphasis on sequencing of events. Allow speech to develop spontaneously out of the scene being portrayed. Accept and reinforce expression through body language and facial expression.

7. Develop time and space concepts. The abstract concepts of time and space are difficult for the mentally retarded to absorb, yet they are essential components of much verbal communication. Many units on science and social studies will lend themselves to comments by the classroom teacher aimed at clarifying spatial and temporal relationships and relating them to the students' own experiences. For example, if a visitor has come from far away, he can be asked how long it took him to come, did he have to stop for meals or for the night, was the trip tiring. The children can contribute experiences they have had in traveling, perhaps to shop in another city or to go visit relatives. They can compare this experience with the short trips they take to come to school or go to the supermarket.

ART

Creative art activities are forms of self-expression and should be pleasurable experiences for the child. Art opens avenues of communication and self-esteem for the child who may have difficulties in other areas of learning, including verbal communication. Through art, the child can learn that both his ideas and his person are appreciated. He begins to improve his self concept and gains in confidence. The teacher should encourage free expression and not set goals of neatness nor expect art projects to be duplicates of a model she supplies. The goal of nonverbal expression is one to encourage in an art lesson.

Speech and language are spontaneous aspects of the art period because the children communicate with each other and with the teacher while working. More formally, they can be led to discuss and evaluate the art work. Their listening skills are sharpened by having to follow oral instructions. Sequencing and conceptualization are also fostered.

Specific suggestions for including speech and language goals in an art lesson follow.

1. Explaining a project. When directions are given orally, and new methods and materials are demonstrated and named, vocabulary is expanded at the time that children are encouraged to develop their listening skills and expand their attention spans. As the activity is explained, the classroom teacher should emphasize the various steps of the project in sequence and the concept that the "parts" will make up a "whole". The ability to conceptualize, to arrive at an understanding of the end result to be achieved when certain steps are carried out, is a valuable

language goal. It is useful to say what will be done first, what second, and to go on to a demonstration of a completed sample piece of work. Sometimes, for a craft activity, it is possible to prepare a display of the object in various stages of completion clearly labeled one, two, three, etc.

To encourage free expression in art, prepare the children for the activity by telling them in lieu of directions how to use the materials and what to look for while working. If paint will be used, tell the class to see what happens when colors are mixed. If torn paper will be used in a collage, tell the students to try both big pieces and little pieces. Descriptive vocabulary then becomes important to them and they will be drawn to use it later in explaining their projects to you.

2. Carrying out a project. During the actual carrying out of an art project, speech and language goals immediately involved will be nonverbal expression; social conversation; and according to the activity individual expression or cooperation with a group.

Spontaneous conversation among the children should be encouraged during an art period. This is an excellent opportunity to practice the social skills of communication in an easy undemanding situation. There is occasion to request or lend pieces of equipment, and to comment on the work being done. Conversation should be allowed also to wander freely to other topics of interest to the students.

Group discussions arise out of the planning of a mural or room decorations for a particular event or holiday. These discussions also encourage the development of listening skills and the ability to consider the ordering of steps and to make decisions.

Individual expression is encouraged whenever children are allowed to choose their own designs, as in the making of greeting cards; or whenever purely abstract design, as in a collage, finger painting, or three-dimensional construction, is the subject of the lesson.

Both individual and group forms of art expression are valuable means to encourage speech and language development and to develop multi-sensory perception.

3. Review and explanation. After an art activity is completed the time is appropriate for a review, as it is after most completed classroom activities. At this time, the materials and methods used can be gone over and the vocabulary reinforced. The completed items can become part of an exhibit in the classroom or loaned for showing to other classes. Members of the class can then take turns explaining the exhibit to viewers, thus gaining self confidence and fluency in the use of descriptive language.

   Oral expression of the ideas expressed in nonverbal ways through the art activity is also sought through reviewing. The teacher in looking at a child's work will say such things as "I like your work. Tell me about it. What do you like best about it? What would you like to do different another time?"

   To stress nonverbal expression, the feelings that an art object produces in the viewer can be expressed through facial gestures and pantomime. The relationship between verbal and nonverbal expression can be brought out with such statements as, "What a cold wintery scene. I feel like shivering when I see it (shivering and rubbing shoulders). Or like holding my hands near a warm fire (extending hands over an imaginary fire)."

MUSIC

Like art, music is a form of self-expression. In addition music activities provide the child with opportunities to participate as a member of a group.

Through music, the child learns rhythm patterns and can become aware that speech too has certain rhythms and inflections. He learns the importance of listening, and becomes aware of rhyming words and of the importance of articulation. The following suggestions include these speech and language goals as well as others which can be included in music activities.

1. Improvement of listening skills. To improve listening skills, provide exercises in discriminating between gross sounds, such as noisemakers, or between a variety of instruments. For finer discrimination skills, play various samples of the same class of musical instruments, for example winds, percussion, or strings.

   During a listening session, have the children listen for changes in volume, rate, and pitch. They may wish to accompany with body motions the changes they hear. For example, they may stand up as the volume gets louder, raise and lower their arms as the pitch goes up and down, or tap their fingers on their legs faster and slower as the music speeds up or slows down.
2. Singing. Songs can be used to improve articulation and voice quality patterns and to increase vocabulary recognition and usage. Some songs stress a given sound, others have a clearly defined rhyming pattern. Both are useful in stressing speech and language goals.

   In addition, new or difficult words in songs should be explained.

This will improve the quality of feelings expressed in the singing. The story a song tells can also become the object of a discussion, or a dramatization. Actions can be added to point up repeated words. If class interest is sustained, the origin of a song can also be discussed and tied in with a social studies unit if appropriate.

To provide further practice in listening and recall, the teacher can sing a song while leaving out certain key words for the students to fill in when she pauses.

3. Dancing. To improve skills in nonverbal expression, include in the music units the opportunity for body expression through dancing. This can range from expressing moods freely to simple folk dances that will at the same time improve physical coordination.

   Dancing games are also an occasion to improve understanding of rhythm. Children will enjoy moving slower or faster to the sound of a drum or in response to changes in tempo on a record, thus expanding their listening skills.

III. LESSON PLANS

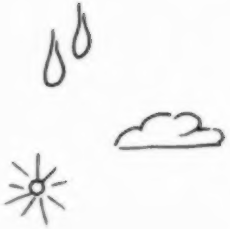
III. LESSON PLANS

This chapter contains two sets of lesson plans, the first one based on orientation in the first week of school, the second based on typical holiday activities.

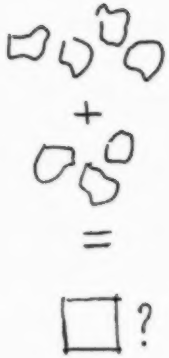
In both units, the lesson plans are presented as complete "days," but the approach to the material is topical. For example, the study of coins and making change relates to a shopping trip. It is expected that the classroom teacher will modify the material, repeat and expand it when an activity meets with success, or omit any activities that seem unsuited to her particular class.

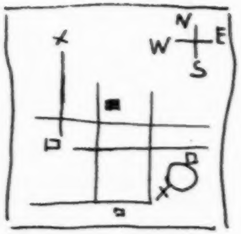
The speech and language objectives in the first columns of the lesson plans indicate the scope of the lessons. It remains for the teacher to formulate specific instructional objectives adapted to her class.

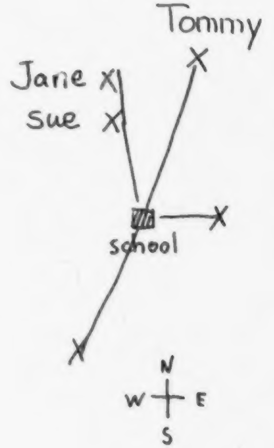
ORIENTATION UNIT

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 1			
OPENING EXERCISES			
1. To improve concepts of time and relationship in time and skills in using a calendar	1. Introduce yourself to the class. Discuss the time that school begins, using the clock in the room to demonstrate. Discuss the names of the days of the week, listing the days we do not go to school. Count the number of days we do and do not go to school and record them on the board.	Clock in room Calendar with squares large enough for illustrations	
2. To increase awareness of surroundings, especially in terms of weather and its effect on surroundings	Add the two numbers together to get the total number of days in a week.	Picture of school Paste	
3. To improve general articulation skills and sentence rhythm	2. Name the day, date, month and year and locate the date on the calendar. If your class is familiar with this type of activity, call on a student to locate the date. Paste a small picture of a school house on the calendar in the space for today and write "first day of school" under it. You may wish to supply the students with a blank calendar sheet so that they may begin their own personal calendars.	Markers American flag Thermometer Weather symbols	
4. To introduce and review events 5. To improve listening skills 6. To improve vocabulary skills related to time and the calendar	3. Talk about the weather: is it hot, sunny, rainy? How did the weather affect clothing worn to school? Place a weather symbol on the calendar by the school house.		

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 1 OPENING EXERCISES (cont.)			
7. To improve understanding of parts making up a whole	4. Point out the flag in the classroom. Explain the meaning of a flag. Discuss other places in the school where there are flags and places outside of school where flags fly. Recite the Pledge of Allegiance.		I pledge . . . I promise
8. To improve memory	*Note:* Teach the pledge to the class phrase by phrase, explaining the meaning of each phrase.		allegiance . . . to do my best
LANGUAGE ARTS			
1. To improve writing skills	1. Introduce yourself again giving your name, address, and some interesting facts about you (family, hobbies, etc.). Write your name on the board, and have the students spell it aloud.		
2. To improve general articulation skills through spelling aloud	2. Following a similar procedure, call on the class to introduce themselves. List and spell aloud each name.		
3. To improve skills in identifying oneself	3. Review the names and spelling by alphabetizing them.		Tina Tony Theresa
4. To increase awareness of others in the class	4. Discuss and compare other aspects of the names in the class, such as how many names start with the same letter; how many names end with the same letter; how many names rhyme; how many names have the same number of letters.		

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 1 LANGUAGE ARTS (cont.)			
5. To improve reading skills with specific goals set by the teacher	5. On this and all following days, continue the language arts lesson with the usual planned reading and writing activities.		
ARITHMETIC SKILLS			
1. To review names of numbers and number concepts	1. Put a felt number, such as 5, on the flannelboard. Call on someone to name the number and come put that many objects on the board.	Flannelboard Felt objects and numbers	
2. To introduce or review simple arithmetic procedures of addition	2. Place a given number of objects on the board, and place the number itself underneath; then add a plus sign, another series of objects, and an equal sign. Call on a student to come count the total number of objects and to place the number representing the total underneath.	Felt addition sign and equal sign	
3. To stress the practical application of arithmetic through real-life examples and demonstrations	3. Create concrete problems using students. for example, ask two students to sharpen pencils; then three more. Now ask how many in all sharpened pencils.		
4. To improve general articulation of number names	Write the story problem: Mary sharpened 3 pencils. Tom sharpened 2 pencils. How many pencils were sharpened? 3 + 2 = 5.		

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 1			
EXPERIENCE AND CREATIVE THINKING			
1. To encourage participation in a group	1. Call on the students to tell what they did during the summer. Since most students do not take elaborate trips or have elaborate activities, encourage them to talk about their friends, a picnic, a birthday party, games, a favorite toy.	Drawing paper Crayons	What we did in summer
2. To improve spontaneous speech skills			we swam at the city park pool
3. To improve sentence structure and other language skills in a spontaneous situation	2. After all have participated, instruct the students to draw a picture of what they did during the summer or of something they liked about summer.		we fooled around we sat in the sun we played ball
4. To improve nonverbal expression			
SOCIAL STUDIES			
1. To increase awareness of surroundings	Make a map of the local area.	Large poster board	
2. To introduce or improve geographical concepts	If you are in an urban area, the map may consist of your neighborhood or the whole town. Locate with gummed circles of various colors major points of interest such as library, police station, post office, major streets, railroad tracks. If the town is divided into major sections, mark them.	Markers Gummed circles of various colors Gummed stars	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 1 SOCIAL STUDIES (cont.)			
3. To introduce or improve skills in interpreting a map	If you are in a rural area, draw a map to include the surrounding towns where the children live. Locate the highways and main roads.		
4. To increase vocabulary related to following and giving directions	Locate the directions N, S, E, and W. Indicate where students live, marking the approximate location of each home with a gummed star. Talk about who lives closest and farthest from school. Mark bus or subway routes. Mention that this map shows a part of ________ county in the state of ________ in the U.S.A.		
MUSIC			
1. To continue to improve vocabulary skills	1. Discuss patriotic songs and then sing familiar ones, such as 'My Country Tis of Thee" and "God Bless America." Explain the words of each song.	*(Optional)* Piano Song book	
2. To stress meaning in words of songs	2. Play marches on the record player or tape recorder. Discuss the rhythm; counting aloud "1-2-1-2-" with the record and clapping out the rhythm.	March records Record player or tape recorder	
3. To improve general articulation skills through singing			

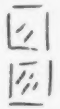
RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 1 MUSIC (cont.)			
4. To improve rhythm	Make up a rhythm band. If rhythm band instruments are not available, make up your own from objects around the room.	Rhythm band instruments or sound makers	
5. To improve coordination between listening and motor activity			

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 2			
OPENING EXERCISES			
1. Same as previous day	1. In a similar manner to previous day, discuss the date, weather, and any coming events, using the calendar.	A continuing story book of your choice, such as one of Laura Ingalls Wilder's books	
2. To improve listening skills, expecially for listening for previewed points	2. Begin reading a continuing story to the class.		
3. To increase attention span	Before starting the story, introduce the book and point out what you wish the children to listen for. Adjust the length of this reading according to the attention span of the class.		
LANGUAGE ARTS			Winter clothes
1. To review recognition and usage vocabulary of articles of clothing	1. Discuss articles of clothing. If the class has adequate writing skills, instruct them to list on a sheet of paper as many articles of clothing as they can think of.		sweater gloves mittens coat
2. To improve writing skills	If your class is not ready to make lists independently, make a list as a class, asking the students to contribute orally the names of garments.		
3. To improve general articulation through spelling aloud	Discuss how clothing changes from season to season, and with age. Compare a baby's clothing with the students', theirs with parents'.		

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 2 LANGUAGE ARTS (cont.)			
4. To continue to improve reading skills according to goals set by teacher 5. To encourage working independently 6. To improve penmanship skills	2. Have the students begin scrapbooks to be used throughout the year. On one page instruct the class to write "Clothing for summer," on another page "Clothing for winter." Write these titles on the board to be copied. Instruct the students to cut out pictures of clothing from catalogs and paste them on the appropriate page; then print the name of the article underneath the picture. Help them with the spelling individually.	Scrapbook for each child *Note:* If your budget is small, you can make scrapbooks out of construction paper and sheets of drawing paper. Old catalogs Scissors	
	3. Review the spelling and use of the articles of clothing by calling on students to read and spell the various names of articles from the board as you point to them.	Paste	
	4. As a class, complete the clothing crossword puzzle, spelling aloud the articles. *Note:* If this is a familiar activity and the students have acquired the basic skills needed, carry out this activity as an individual project.	Copies of What We Wear crossword puzzle for each student (See Appendix)	
	5. Continue daily reading activities.		

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 2			
ARITHMETIC SKILLS			
1. To encourage critical listening	Play "Speech Bingo." Distribute a Clothes Speech Bingo card to every student.	Duplicated copies of the Speech Bingo sheets (See Appendix)	
2. To improve skills in recognizing digits from 1 to 10	Call the numbers. For example, when you turn up a card, say "Under dress, 2." Any student who has a 2 in a box under "dress" will then mark that box with a token.	Number-calling cards Tokens	
3. To reinforce recognition of names of articles of clothing	Play until someone gets BINGO, or count the card with the most squares covered at the end of a given period. Ask the students to read back the numbers on their cards.		
EXPERIENCE AND CREATIVE THINKING			
1. To improve listening habits and attention span	1. Read aloud a short storybook that could be acted out by the class.		
2. To improve skills in describing emotions and facial expression	2. Review the story and the characters. Use adjectives, such as old, funny, sad, clumsy. Ask how such a person would look, walk, act, and call on students to demonstrate.		

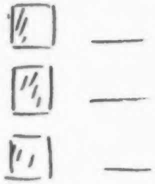
RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 2 EXPERIENCE AND CREATIVE THINKING (cont.)			
3. To improve skills in expression through nonverbal methods	List the events of the story in correct sequence. You may wish to copy illustrations and ask the children to describe the events and put them in correct order.		1 2
4. To improve skills in sequencing an order of events	3. Allow the class to act out the story.	*Reference:* McIntyre B. M., *Informal Dramatics for the Special Pupil.* Pittsburgh: Stanwix, 1963	3 4
5. To improve spontaneous group interaction			
SCIENCE			
1. To increase awareness of surroundings	1. Introduce "trees" to the class by showing a film if possible. Also make available several books and pamphlets from the library and your personal file for the students to examine following the film.	Film or filmstrip about trees Illustrated books and pamphlets about trees	
2. To improve skills in comparing, contrasting, and identifying	2. Instruct the children to bring to school leaves they will collect from trees near their homes.		
3. To improve vocabulary recognition and usage			
4. To improve small group cooperation and interaction			

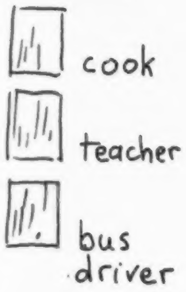
RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 2			
MUSIC			
1. To improve auditory discrimination of various musical instruments	1. Introduce instruments of the orchestra explaining that they make many different sounds. Some sounds are very high, others are very low; some are loud, others very soft. Show a film or play a record designed as children's introduction to the orchestra.	Magazine pictures of various instruments Tape recording or record of short instrumental solos	wind instruments 
2. To improve skills in critical listening	2. If possible, have some real instruments on hand for the children to examine and ask an instrumental music teacher to come and demonstrate.	Film about instruments of the orchestra Musical instruments	percussion
3. To improve recognition and usage vocabulary related to musical instruments	3. Review the film, and show pictures of instruments. See how many of the instruments the children can name.		strings
	4. If time remains, or on other days, play a tape recording of short instrumental solos for the students to identify.		

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 3			
OPENING EXERCISES			
1. Same as previous days	1. In a manner similar to previous days, discuss the date, weather, and any coming events, using the calendar.		
2. To improve recall	2. Review the events in the continuing story begun the previous day; then continue reading the story. If possible, end at a suspense-filled part. Ask, "What do you think will happen?"		

Note: Since all of today's activities are related to an experience period, this will be the first period of the day.

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
EXPERIENCE AND CREATIVE THINKING			
1. To increase awareness of surroundings	Take a trip around the school. Suggested places to visit: kitchen, playground, restrooms, classrooms, principal's office, supply room, janitor's room, special rooms (if they are available to you), such as music or art rooms.	*(Optional)* Polaroid camera	
2. To promote understanding of various functions of school and school activities	Introduce each of the personnel to the children and have them describe and demonstrate their duties.		
3. To improve usage and recognition vocabulary related to school	Listen for and name sounds unique to the particular place, such as pots and pans, typewriter, telephone, children playing, piano.		

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 3 EXPERIENCE AND CREATIVE THINKING (cont.)			
	If a Polaroid camera is available, take a picture of each place visited.		
LANGUAGE ARTS			
1. To continue goals in experience period 2. To stress use of complete sentences	Review the trip around the school by writing a story about OUR SCHOOL. Ask, "Where did we go first? What did we hear there? How many things that we saw can you name?" Continue this type of discussion until you have reviewed all the rooms and people.	Pictures cut out of magazines or taken in school by Polaroid. (Try to represent all the various aspects of your school.)	OUR SCHOOL 
3. To improve skills in recalling places, people and events 4. To improve skills in sequencing events 5. To improve skills in critical listening	Play a tape recording of sounds around the school. Call on students to name the sound and tell in what part of school they heard it. Continue daily reading activities.	*Advance Preparation:* Make a tape recording of sounds around school--phone ringing, toilet flushing, pots and pans	we saw telephones we saw pots in the kitchen

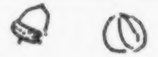
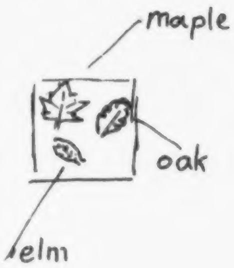
RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 3			
ARITHMETIC			
1. To stress the application of arithmetic procedures to real-life situations 2. To improve general articulation of number names 3. To improve skills in counting 4. To improve skills in working together	As a class, review and count the number of various objects around the school, such as the number of classrooms, flags, telephones, doors, teachers, cooks, pianos, restrooms. If the students are fairly independent and dependable, you may wish to allow one student at a time to leave the room, travel around the school counting an item, and then return and report to the class.	*Advance Preparation:* Make a large illustrated chart of various objects around school, with blanks for recording the number of objects	
SOCIAL STUDIES			
1. To provide a better understanding of occupations 2. To improve vocabulary related to various occupations 3. To improve skills in expressing feelings	1. Review the various school personnel. List and discuss each occupation and the duties, uniform or type of clothing involved in each occupation. Mention the type of preparation and qualifications needed for each occupation. 2. Ask the students to tell which occupation they would like to have if they were grown up, and why.	Pictures of the various persons on the school staff Corresponding pictures of these occupations, including both men and women in all jobs	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 3			
ART			
1. To improve nonverbal expression	1. Instruct the students to draw a picture of the thing or place they like most about school.	Drawing paper Crayons	
2. To encourage independent and individual work	2. Towards the end of the period, allow them to describe their picture to the class.		
3. To improve imagination and creativity through nonverbal methods			
4. To improve skills in describing and comparing			

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 4			
OPENING EXERCISES			
Same as previous days	Same as previous days		
LANGUAGE ARTS			
1. To improve vocabulary related to common objects in the school room 2. To improve writing skills 3. To improve general articulation through spelling aloud 4. To improve skills in visually matching written symbols 5. To increase awareness of the make-up of given words	1. Go around the room naming various objects. Label each object with an oaktag strip, and as a class spell the word aloud. Discuss and demonstrate what the object is used for. *Note:* Try to include all the articles found on the crossword puzzle worksheet to be used later in the period. Make a duplicate oaktag label for each object. 2. Review the spelling of the objects by calling on students to match the duplicate oaktag label with the label on the object and then spell the word aloud. 3. As a class (or individually) work the School Days crossword puzzle. Allow the children to refer to the oaktag labels for correct spellings. 4. Continue daily reading activities.	Objects around the room Oaktag strips Markers Scotch tape Copies of School Days crossword puzzle for each child (See Appendix)	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 4			
ARITHMETIC			
1. To improve listening skills	1. Play "Speech Bingo" Distribute a School Speech Bingo card to every student.	Duplicated copies of the School Speech Bingo sheets (See Appendix)	
2. To reinforce recognition of the names of objects in room and the names of numbers	Call the numbers. For example, when you turn up a card, say "Under book, 7." Any student who has a 7 in a box under "book" will then mark that box with a token.	Number-calling cards Tokens	
3. To improve general articulation skills	Play until someone gets BINGO, or count the card with the most squares covered at the end of a given period. Ask the students to read back the numbers on their cards, if they are able.		
4. To improve skills in recalling through careful observation	2. Play "What's Missing?" Place several objects on a table and name them. Cover the objects and remove one. Call on a student to tell which object is missing.		
EXPERIENCE AND CREATIVE THINKING			
1. To improve skills in listening for information	Show a film about school safety.	Film about school safety	Safety rules
2. To improve skills in recalling information	Following the film, discuss school safety rules. Discuss the reason for having each rule. List them on an experience chart including simple illustrations.	Markers	in school: at home:

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 4 EXPERIENCE AND CREATIVE THINKING (cont.)			
3. To improve skills in applying rules and principles from one situation to another			
ART			
1. To reinforce ideas and concepts presented in previous lesson	1. Instruct the students to make posters about school safety rules to be hung in the halls.	Tempera paint Poster board	
2. To develop skills in creating visual image forms	As they work individually, go from child to child discussing their pictures and ideas. You may wish to help them print the rules on their pictures.		
3. To develop skills in observation and description	2. Allow the students to hang their pictures in the halls.		
SCIENCE			maple
1. To continue to increase awareness of surroundings	Review the trees discussed during the previous science lesson.	Reference books and pamphlets	oak elm

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 4 SCIENCE (cont.)			
2. To improve skills in comparing and contrasting	Take a walk around the school and attempt to identify the trees. Take samples of each kind of leaves back to the room.		seeds and nuts 
3. To improve vocabulary recognition and usage	Compare the leaves from school with the leaves the class brought from home and identify them. Use the various reference books and pamphlets for additional help.		bark
4. To improve small group interaction			

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 5			
OPENING EXERCISES			
Same as previous days	Same as previous days		
LANGUAGE ARTS			
1. To reinforce vocabulary from previous day	1. Review the objects around the room by naming them and then spelling aloud the labels.	Common objects around the room with labels used previously	
2. To improve listening skills 3. To improve skills in describing	2. Make up riddles about these objects, such as "People poke me with pencils. I like to eat pencils." (pencil sharpener) Call on students to guess the riddles. If they are good at this activity, you may wish to allow the students to make up riddles.	Pillow case	
4. To improve skills in identification of common objects through a multi-sensory approach	3. Instruct the children to close or hide their eyes. Turning your back to them, put one of the discussed objects in a pillow case. Call on a student to come feel the pillow case and itemize the hidden objects.		
5. To review spelling activities	4. Continue daily reading activities.		

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 5			
ARITHMETIC			
1. To provide a practical application of simple arithmetic procedures	Make up story problems using common objects in the room, such as, "Here are 3 yellow pencils. Tom, bring me 2 more yellow pencils. How many yellow pencils do I now have? 3 + 2 = 5."	Common objects in the room	
2. To improve skills in reasoning through critical listening	Depending upon the skills of your class, you may plan story problems that require subtraction.		
ART			
1. To improve creativity	Instruct the students to make collages using small articles around the room.	Heavy paper	
2. To stress part-whole relationships	If time remains, have each child share his picture with the class and name the objects used.	Articles around the room, such as tape, small pieces of chalk, old crayons, old pencils, paper clips	
3. To improve skills in critical observation		Heavy duty paste	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 5			
MUSIC			
1. To stress interpretation of a story through appreciation of music	Present "Peter and the Wolf" using a medium of your convenience and choice. If a record is used rather than a film, use a book for illustrations if possible.	Recording of "Peter and the Wolf"	The story of Peter and the Wolf . . . the bird flew around the tree . . . the wolf jumped higher and higher
2. To improve skills in listening by identifying or discriminating among musical instruments	Review the characters and name the instruments representing each one. Discuss the mood set by the instrument and how it relates to the personality of the character.		
3. To improve skills in describing	Reinforce this discussion by playing little excerpts of solos of each instrument and calling on the students to identify the character. If this is not too difficult, you may wish to listen again to an orchestral passage and ask students to listen for a certain character, such as Peter, and raise their hands every time they hear him.		
EXPERIENCE AND CREATIVE THINKING			
1. To continue goals of music lesson	Begin a project of making hand puppets, possibly continuing the "Peter and the Wolf" theme.	Materials necessary for making hand puppets	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 5 EXPERIENCE AND CREATIVE THINKING (cont.)			
2. To improve self-expression	List the characters you will need to make.		
	If time remains, review the story.		
3. To provide an opportunity for developing communication among children in the class	Continue this project for the next few weeks, concluding with a puppet show for other classes and parents.		

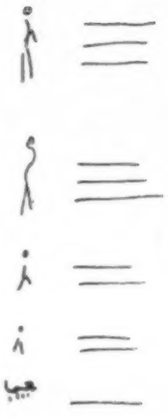
HOLIDAY UNIT

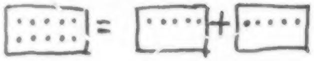
RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 1			
OPENING EXERCISES			
1. To improve concepts of time and relationship in time	1. Introduce the Holiday unit by explaining about the Christmas vacation and the date of Christmas. Continue by talking about name of day, date, month, year, any events that may be occurring, weather, etc.	Calendar Small picture of a Christmas object	Christmas is December 25
2. To increase vocabulary usage and recognition		Tudor, T., *Becky's Christmas*. N.Y.: Viking Press, 1961	There are ___ days until Christmas
3. To improve skills in listening	2. Begin to read a continuing Christmas story to the class.	See Appendix for further suggestions	
4. To improve memory and carry over by use of continuing day-to-day story			School vacation begins December ___
LANGUAGE ARTS			
1. To improve skills in describing	1. Show the class large pictures relating to getting ready for Christmas. Call on students to tell a story about what is happening in each picture. Remind them to use both subjects and verbs in their sentences.	Large pictures relating to Christmas	
2. To improve sentence structure		Chart of glossary words, colored and large enough to be seen by all students	
3. To improve use of vocabulary in spontaneous speech	Tack the pictures on the bulletin board and write one-sentence captions for each.		

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 1 LANGUAGE ARTS (cont.)			
4. To improve skills in reading 5. To improve association of objects and printed words	2. Hand out copies of holiday glossary. Ask the class to name the various objects. As each is named, define the object, tell its association with the holiday and spell the word under each object. Instruct the students to copy the spelling under each object.	Copies of holiday glossary without spelled words for each student (see Appendix) Crayons	
6. To improve vocabulary recognition and usage	3. Supplement the usual daily reading activities with books related to Christmas.		
ARITHMETIC SKILLS			
1. To encourage critical listening	Play "Speech Bingo." Distribute a Holiday Speech Bingo card to every student.	Duplicated copies of the Speech Bingo sheets (See Appendix)	
2. To improve skills in recognizing numbers	Call the numbers. For example, when you turn up a card, say "Under tree, 2." Any student who has a 2 in a box under "tree" will then mark that box with a token.	Number-calling cards Tokens	
3. To improve recognition and articulation of numbers	Play until someone gets BINGO, or count the card with the most squares covered at the end of a given period. Ask the students to read back the numbers on their cards.		

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 1			
EXPERIENCE AND CREATIVE THINKING			
1. To promote a better understanding of the meaning of giving	1. Read *Christmas is a Time of Giving*. Share the pictures with the class. If possible, use an overhead projector to enlarge the illustrations.	Anglund, J. W. *Christmas is a Time of Giving*. N.Y.: Harcourt, Brace and World, 1961	How we feel about Christmas It is a happy time. The stores are decorated and colorful.
2. To improve skills in self-expression and thought	Instruct each student to tell what he feels to be the nicest meaning or aspect of Christmas. Allow those who cannot write a composition to draw.	*Optional:* Overhead projector	
3. To improve creativity	After 15 minutes, ask each student to tell his feelings. If time permits, the class may act out some of their ideas.	Theme paper Drawing paper	
SOCIAL STUDIES			
1. To improve concepts of geography and distances	1. Show film *Christmas Through the Ages*.	Film: *Christmas Through the Ages*	
2. To improve understanding and respect for other people	2. Talk about the map of the world. Relate the concepts of a map and of the world to a map of the town or neighborhood. Locate some places such as North America, U.S., Atlantic, and Pacific Oceans. Point out the location of your town.	Map of the world Small picture suggestive of England	
3. To expand vocabulary	3. Locate England on the map of the world. Explain that the customs of caroling and burning a yule log come from England. Give whatever other information about England seems suitable for your class.	Materials and pictures related to England	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 1 SOCIAL STUDIES (cont.)			
	Run a piece of yarn from England to the edge of the bulletin board and attach a label and a small picture to it for identification.	Yarn Label	
	Note: The social studies lessons in this unit focus in turn on the Christmas customs of several countries. Each lesson is followed by a related activity. You may prefer to concentrate on a single country or to go directly to the activities.		
MUSIC			
1. To improve rhythm patterns in singing 2. To improve articulation 3. To improve listening skills 4. To improve vocabulary usage 5. To provide an example of a story told in music	Read *Twelve Days of Christmas* and show the book's illustrations. Explain that this is a traditional English Christmas song. Review the words by teaching the song. Start a bulletin board about the Twelve Days of Christmas, planning to add the appropriate illustration each day and to review the song.	Songbook Broomfield, R., *The Twelve Days of Christmas*. N.Y.: McGraw-Hill, 1965 See Appendix for illustrations for the Twelve Days of Christmas	Twelve Days of Christmas

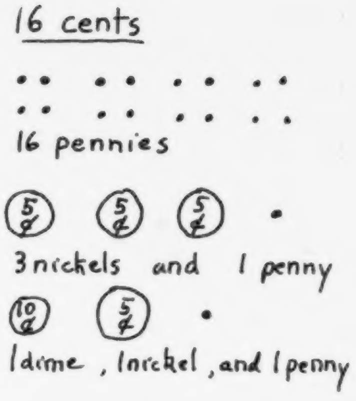
RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 2			
OPENING EXERCISES			
Same as previous day	1. Following usual procedure, talk about the date, name of day, any events, weather, and add a new holiday picture to the calendar. Review previous picture.	Picture of a turtle dove	Twelve Days of Christmas
	2. Continue to read the Christmas story to the class. Ask various students to review what happened the day before.		
	3. Add the second-day illustration to the Twelve Days of Christmas display. Sing the song.		
LANGUAGE ARTS			
1. To improve skills in solving problems	1. Make a shopping list.	Drawing paper	
2. To improve association concepts	Review the concept of giving; what is a gift, does it have to be bought; how does one feel when giving or receiving a gift.	Flannelboard	
3. To improve skills in listening	Instruct the class to draw small pictures of persons to whom they would like to give gifts and to label the pictures with names. As a class, discuss appropriate gifts for each person.	Pictures of a mother, father, older sister, younger brother, baby sister, dog, each backed with flannel or felt	
4. To improve skills in following directions	Using a flannelboard and pictures of a family, have the children help make a list with felt-backed objects on the board.		

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 2 LANGUAGE ARTS (cont.)			
5. To improve reading skills	2. Review vocabulary words by asking the class riddles or letting students make up some for each other.	Variety of pictures of objects for gifts which would be suitable for the above family, each backed with flannel or felt	
	3. Continue daily reading activities using holiday books when appropriate.	Supplementary reading books	
ARITHMETIC SKILLS			
1. To improve vocabulary associated with money	1. As a followup to the discussion of shopping lists, explain the need for money. Show the class various coins, naming each and describing the way each looks.	A supply of pennies, nickels, dimes, quarters	10¢ = 5¢ + 5¢ one dime = two nickels
2. To improve skill in remembering an increasing sequence of numbers	2. Ask a student to come and give you, for example, two nickels and one penny. Continue this activity, increasing the number of items to be remembered according to the individual abilities of the students.		
3. To improve skill in following directions			

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 2			
EXPERIENCE AND CREATIVE THINKING			
1. To improve self-expression and creativeness 2. To improve articulation and language skills 3. To improve skills in describing and evaluating	1. Read *Brownies--It's Christmas* (Or another story) sharing the illustration with the class. Ask the class to retell the story. Describe whether each elf was happy, sad, funny, grouchy, fat, skinny. "How could you tell?...by actions, facial expressions, things they said, way, word, voice, etc." 2. Dramatize the story, allowing the students to create their own roles and spontaneous speech.	Adshead, G. L., *Brownies--It's Christmas!* N.Y.: Hale, 1955	
SCIENCE			
1. To provide experience in examining various types of evergreen needles and cones 2. To improve conceptual thinking through comparing and contrasting 3. To increase vocabulary associated with trees	1. Read the first two chapters from *Christmas Trees and How They Grow*, stopping to illustrate as many of the trees as possible with colored pictures and actual real samples. *Note:* If this book is unavailable, prepare your own material about evergreens. 2. Label each of the branches and display them on a table or counter with a chart. Allow the students time to examine the samples. Display the pictures on a bulletin board.	Blough, G. O., *Christmas Trees and How They Grow*, N.Y.: McGraw-Hill, 1961 Pictures of various evergreens Small branches of several types of evergreens	

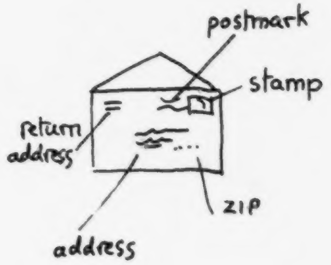
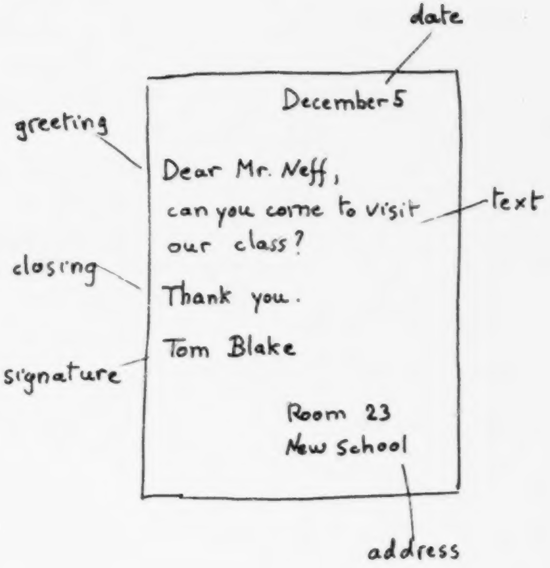
RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 2 SCIENCE (cont.)			
4. To improve skills in describing 5. To improve skills in recalling	3. Review each of the evergreen samples. Ask the students in turn to choose one of the branches and describe it. Then ask the class to tell you the name of the tree. If they are unable, tell them the name. Continue with each sample.	Pamphlets and descriptive materials from nurseries or extension services	
ART			
1. To improve skills in observing the whole and parts of the whole 2. To improve listening skills and skills in following directions 3. To improve independent work habits	Make a present. Show the class a finished present. Discuss what it is, to whom it could be given, and what was used to make it. Show the materials to be used and demonstrate the procedure step by step. Call on the class to review the directions. When the directions are clear, allow students to work independently to construct their own project. If the class is not ready for individual work, continue the project by working as a class in a step-by-step procedure.	Craft materials required for whatever gift you decide to make (See Appendix)	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 3			
OPENING EXERCISES			
Same as previous days	1. Following usual procedure, talk about the date, name of day, any events, weather, and add a new holiday picture to the calendar. Review previous pictures.	Picture of a French hen	
	2. Continue to read the Christmas story to the class, reviewing as in the previous lesson.		
	3. Add the third-day illustration to the Twelve Days of Christmas display and sing the song		
LANGUAGE ARTS			
1. To improve reading skills 2. To improve writing skills 3. To improve general articulation skills through sound blending and "auditory closure" activities	1. Review spelling of holiday vocabulary words. Call on students to spell the various words. Allow them to read off the spelling under the objects. Stress the importance of speaking clearly enough for all to hear. Put a vocabulary word on the board using a dash for each letter and leaving several blanks. Call on students to fill in the blanks, name the word, and tell its association with the holiday.	Chart of illustrated holiday vocabulary words Copies of illustrated glossary for each student	S _ _ _ K _ _ _
4. To improve vocabulary recognition, usage, and application	2. Continue daily reading activities.		

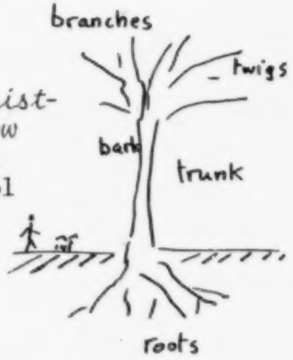
RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 3			
ARITHMETIC SKILLS			
1. Same as previous arithmetic lesson 2. To improve understanding of the relationship among various coins 3. To improve vocabulary related to use of money 4. To improve problem solving skills	1. Continue unit on money. Review the names of the various coins. Explain that some coins can buy more than other coins. Make illustrated charts for reference to what you are explaining. Stress that the greater the number of coins does not mean the more money. For example, 5 pennies is less than 1 quarter. Associate each coin with the number of cents, 1 quarter = 25 cents, 1 penny = 1 cent. We use quarters and other coins worth more than pennies because it is too hard to carry many pennies. Show this by asking someone to hold 25 pennies in one hand and 1 quarter in the other hand.	A large amount of change in coins Markers Pictures of coins	
	2. Ask how many ways one can form a certain sum of money. For example, 16¢ can be made of 16 pennies; 3 nickels and 1 penny; 1 dime, 1 nickel and 1 penny. Adjust the difficulty of the combinations to the ability of the students. Plan to review this lesson frequently.		 16 cents 16 pennies 5¢ 3 nickels and 1 penny 10¢ 1 dime, 1 nickel, and 1 penny

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 3			
SOCIAL STUDIES			
Same as previous social studies lesson	1. Locate and star France on the map of the world. Read or tell about Christmas customs in France adding any other information about France that the class is ready to appreciate. As before, run a piece of yarn to the edge of the display with a label and a small identification picture at the end of it. Compare Pere Noel to Santa Claus and the custom of piling up gifts in shoes to placing them in stockings.	Story about life in France	Père Noël brings gifts to children in France. The children put their shoes by the fire place.
	2. Read a storybook about life in France.		
EXPERIENCE AND CREATIVE THINKING			
1. To improve skill in describing	Guessing occupations	Pictures of various occupations	
2. To improve understanding of various occupations	Ask the children to think how, if they had a job, they would dress for their job. For example, what does a doctor wear, what would he say about his occupation?	Box with slips of paper on which are written and simply illustrated various occupations	
3. To improve skills in identification of the whole through part clues	Instruct the children to pick a slip of paper from a box that you pass. Go around the room individually to make		

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 3 EXPERIENCE AND CREATIVE THINKING (cont.)			
4. To improve use of whole sentences and articulation	certain each child understands the occupation he picked. Remind him to keep it a secret. Instruct each child to stand, describe what he would wear and give a clue about his work, e.g. "I help people who are sick." Instruct the rest of the class to guess his occupation.		
MUSIC			
1. Same as previous music lesson 2. To provide appreciation for music and art of another country	Introduce the carol "Bring A Torch, Jeannette Isabella," reminding the students that songs tell a story. If possible read the story of the song. Then sing the song. Explain new words in the song (a torch is like a candle).	Adams, A., *Bring A Torch, Jeannette Isabella*, N.Y.: Scribner, 1963 Songbook if the story is unavailable	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 4			
OPENING EXERCISES			
Same as previous days	Same as previous days		
LANGUAGE ARTS			
1. To encourage individual verbal participation in a group classroom activity	1. Writing letters. Using a large sample letter, explain to the class the various parts of a letter and mailing envelope.		
2. To improve use and recognition of vocabulary associated with mailing and parts of a letter	As a class compose an invitation to a guest to visit the class at a later date. Discuss what to say and what information has to be included, such as the day and time of the invitation. If the guest will be from a foreign country, include a request to bring to class materials and music to illustrate that country and its holiday customs.	 December 5 Dear Mr. Neff, can you come to visit our class? Thank you. Tom Blake Room 23 New School	
3. To improve expression of thoughts through written language	2. As individuals, have the students write a brief note to a friend or parent and make out the envelope correctly for mailing. Provide what help is necessary. The children will take the letters home.		
	3. Continue daily reading activities.		

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 4			
ARITHMETIC SKILLS			
Same as previous arithmetic lesson	Continue unit on money. Review names and values of coins. Review combinations of coins.	Flannelboard Coins	an apple is 8 ¢. I pay a dime. the change is $\boxed{}$ ¢
	Introduce the idea of change by asking how you can buy a 5-cent candy bar with a dime. Is it enough? Is it too much? What will you get back? Could you buy a 5-cent candy bar with a quarter? Show the story problems on the board.	Toy objects and other gift objects, all backed with flannel	
	Note: Adjust the complexity of problems to the abilities of the students. Allow students to make change using actual coins.		I owe 17 ¢. I give a quarter. I get back $\boxed{?}$
EXPERIENCE AND CREATIVE THINKING			
1. To encourage expression through creative play 2. To encourage spontaneity 3. To coordinate use of hands with speech and language	Make puppets and tell a puppet story. Decide on a story, perhaps *Rudolph the Red Nosed Reindeer*. Review the story and sing the song. Discuss what puppets are made of; what are the various different characters in the story; how many puppets are needed; who will make which puppet.	Materials to make simple puppets	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 4 EXPERIENCE AND CREATIVE THINKING (cont.)			
4. To improve listening skills and skills in following directions	As a class, make simple paper puppets for all the characters needed. Using the puppets, recreate the story, letting children take turns with the various characters and letting them invent a dialogue.		
SCIENCE			
Same as previous science lesson	Continue discussion of Christmas trees by reviewing the previous material. Discuss how a tree begins, grows and continues to live. Compare evergreens and regular trees. Name the parts of a tree.	Blough, G. O., *Christmas Trees and How They Grow.* N.Y.: McGraw-Hill, 1961	
ART			
1. To improve listening skills and skills in following directions 2. To improve creative ability	Make decorations using natural materials. 1. Select a project that everyone will make. Show the finished product. Explain the procedure, step by step. Demonstrate and name all materials and tools to be used.	Natural materials, such as pine cones, acorns, dry weeds, milkweed pods. Glue	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 4 ART (cont.)			
3. To increase vocabulary related to natural materials 4. To provide an opportunity for individual expression	2. Provide an ample supply of natural materials for the students. Allow them to experiment freely with the designs or objects that they can produce. Ask each student to describe what he is working on, encouraging the use of descriptive words.	Cardboard	
	3. If an individual project is especially successful, ask the student to give directions to others on how to make it.		
	Display all work around the room with suitable labels.		

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 5			
OPENING EXERCISES			
Same as previous days	Same as previous days		
LANGUAGE ARTS			
1. To improve skills in recalling a sequence of events	1. Show the film (or read the book) *The Little Engine That Could.*	Film: *The Little Engine That Could.* U-6100. Coronet Productions	
2. To improve descriptive vocabulary	In reviewing the story and events, describe each of the engines. They are big, little, old, new, shiny, dirty, happy, sad.		
3. To improve ability to think in abstract terms	Discuss the meaning of the story. Why did the little engine make it over the mountain when the others couldn't? What did he say? Have you ever tried to do something and said "I don't think I can." What if you think you can?		
4. To review vocabulary words and spelling skills	2. Play "Hangman" using holiday vocabulary words. Allow the class to refer to their individual glossaries if they are having difficulty. The first student to guess a word puts the next word on the board and calls on students.		
	3. Continue daily reading activities.		

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 5			
ARITHMETIC SKILLS			SALE TODAY !
1. To provide practical application of skills stressed in previous arithmetic lessons	Continue unit on money. If the class is ready, set up a store with priced articles. Give each student a fixed amount of money to spend. (The amount of money and the prices of articles will depend on the class' skills.)	Play money and coins Objects or catalog pictures of objects for the store	gym socks 3 for $1.25 hot dogs 35¢ super dogs 55¢
2. To improve skills in communicating with others	Allow each student to buy articles with this money. Count out the change as they buy the articles. Talk about what each student bought and how wisely they spent their money.		
3. To increase vocabulary related to handling money			Get your peanuts here!
EXPERIENCE AND CREATIVE THINKING			1 free peanut with every dozen you buy !
1. To provide a practical application of skills in handling money	Shopping Trip If possible, plan a shopping trip to a neighborhood store. Prepare the students by discussing what items will be found in the store, their price range, and how much money the students will have to spend.	Necessary permission and transportation arrangements Money	
2. To improve skills in communicating with others	Discuss appropriate behavior--asking and answering questions politely, being courteous, waiting patiently.		
3. To encourage spontaneous language	*Note:* If it is not possible to take the		

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 5 EXPERIENCE AND CREATIVE THINKING (cont.)			
	children on an actual shopping trip, many of the same goals can be accomplished through a creative play situation.		
SOCIAL STUDIES			
Same as previous social studies lessons	1. Read a story about Christmas in a Scandinavian country, such as *Christmas in Noisy Village*.	Lindgren, A. and Wikland, I. *Christmas in Noisy Village*. N.Y.: Viking, 1964	
	2. Locate and star each of the Scandinavian countries on the map and add a picture at the end of a piece of yarn.	Small picture suggestive of Scandinavia	
	Provide and discuss additional information about Scandinavia if appropriate for your class.	Materials and pictures related to Scandinavia	
MUSIC			
1. To improve discrimination of various tempos and rhythms	1. Play Scandinavian music and review customs discussed in the social studies lesson. Discuss tempos and melodies.	Record of Scandinavian music	
2. To improve rhythm and rate of speech through singing	If you are playing for the class a series of records of Christmas music around the world, compare the styles of music of the various countries.	Book of familiar Christmas carols	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 5 MUSIC (cont.)			
3. To improve listening skills and recall 4. To reinforce vocabulary recently introduced 5. To increase appreciation of music	2. Play and sing familiar Christmas carols. Talk about the story each tells. Define any unfamiliar words. Find the rhyming words. Discuss tempo and rhythms.		Carols we like __________ __________ __________

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 6			
OPENING EXERCISES			
Same as previous days	Same as previous days		Room decorations who will do what:
LANGUAGE ARTS			
1. To improve descriptive vocabulary	1. Plan holiday decorations.	Pictures of various decorations	door design — Jane Susi Carl
2. To improve spontaneous use of language	Show pictures of decorations and actual ornaments and decorations you have brought to class. Ask the students to name and describe the items. Discuss where each could be used, what they are made of, what meaning they have.	Real decorating articles, mistletoe, wreath, bells, tinsel, lights	windows — Jim Dino Lisa
3. To encourage participation in a group	Plan as a group what decorations to make for your room and tree if you will have one.		Snowflake mobile — all of us
4. To improve reading skills	2. Continue daily reading activities.		
ARITHMETIC SKILLS			
1. To encourage critical listening	1. Play "Speech Bingo." Increase the difficulty of the game by using larger numbers or by identifying the called number with an arithmetic problem. For example, call "2 plus 3" or "a nickel and a dime."	Duplicated copies of the Speech Bingo sheets (See Appendix)	
2. To improve skills in recognizing		Number-calling cards	
3. To improve problem solving skills	2. Continue story problems involving coins and purchases.	Tokens	

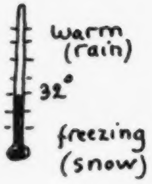
RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 6			
SOCIAL STUDIES			
Same as previous social studies lessons	Read a story about Christmas in Germany. Explain that the custom of Christmas trees and Santa Claus comes from Germany.	Story about Germany Picture suggestive of Germany	
	Locate and star Germany on the map of the world. Add a label and an appropriate picture at the end of a piece of yarn as before.	Materials and pictures related to Germany	
	Provide and discuss additional information about Germany if appropriate for your class.		
EXPERIENCE AND CREATIVE THINKING			
1. To provide a group experience 2. To improve skills in describing	1. Read *Mr. Willowby's Christmas Tree*, saying that today you are going to hear about the trouble one man had with his Christmas trees, then you will talk about and describe your Christmas tree and decorate it.	Barry, *Mr. Willowby's Christmas Tree.* N.Y.: McGraw Hill, 1963 Tree	
3. To improve ability to order steps and follow directions	2. Decorate the Christmas tree. Before beginning, talk about the order of placing objects on the tree, the lights first, any garlands next, then single ornaments.	Decorations	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 6			
MUSIC			
Same as previous music lesson	Christmas songs from Germany. 1. Teach the song "O Tannenbaum" if possible in English and in German. Talk about the meaning of the words and if possible, recreate the setting by lighting the tree and standing in a circle around it. 2. Teach or review "Silent Night." Read *The Christmas Mouse*, a story of how "Silent Night" came to be written.	Wenning, E. *The Christmas Mouse.* N.Y.: Holt, Rinehart, and Winston, 1959	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 7			
OPENING EXERCISES			
Same as previous days	Same as previous days		
LANGUAGE ARTS			
1. To improve writing skills 2. To improve awareness of the arrangement of letters in words 3. To improve skills in working independently 4. To continue to improve vocabulary 5. To improve reading skills	1. Hand out Christmas Joy picture crossword puzzles to each student and have them solve them independently. If necessary, allow students to refer to their individual illustrated glossary. 2. Continue daily reading activities.	Christmas Joy crossword puzzle (See Appendix)	
ARITHMETIC SKILLS			
1. To improve listening skills 2. To improve skills in addition and subtraction	Make up simple story problems based on a holiday situation, such as decorating a tree. It may be easiest at first to use problems that you can illustrate. For example, "Jerry put 3 ornaments on the tree. Mary added 2 more. How many ornaments did		

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 7 ARITHMETIC SKILLS (cont.)			
3. To improve skills in solving problems	Jerry and Mary put on the tree?" Adjust the complexity of problems to the ability of the class.		
EXPERIENCE AND CREATIVE THINKING			
1. To provide appreciation of literature	1. Read *How the Grinch Stole Christmas*. Be sure to read with much expression, but do not show the pictures.	Geisel, T. (Dr. Seuss). *How the Grinch Stole Christmas*. N.Y.: Random House, 1957	
2. To improve insight into meaning of stories	Talk about the meaning of the story. Ask the class to describe the Grinch. What clues can they use (his voice, the things he says, the things he does)?		
3. To improve use of descriptive vocabulary	Find adjectives to describe the Grinch, such as sneaky, greedy, cruel.		
4. To encourage creative expression through language, voice, expressions, and actions	2. Say 'My name is Sandra," varying voice and expression to show different feelings. Call on various students to demonstrate, through speech, language, voice, actions, and expressions several qualities such as scared, happy, sad, angry, sneaky.		
5. To stress the importance of communicating feelings in many ways	Talk about the important part voice and expression play in telling others how you feel.		

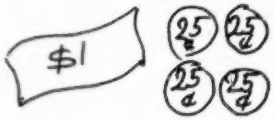
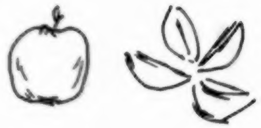
RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 7			
ART			
1. To provide a group experience	As a class project prepare and assemble decorations for the classroom door.	Craft materials	materials needed :
2. To encourage creative expression	Obtain from the students suggestions on themes suitable for a door decoration. Discuss the meaning of the ideas suggested, the materials needed, the work involved in preparations. Arrive at a group decision. Execute the design as a class, emphasizing the order in which steps are taken.		cost: steps to follow :
3. To improve skills in describing and evaluating			
4. To encourage spontaneous language			
5. To improve ability to order steps and follow directions			
SCIENCE			
1. To expand vocabulary related to water, ice, snow, liquids and solids	Experiment with water and ice.	*Advance preparation:* a tray of frozen ice cubes, and a bucket of fresh snow	
2. To expand vocabulary related to temperature	Have the students examine and handle the snow, ice cubes and water. Ask them to describe each material in as many ways as they can and list the descriptive words on the experience chart. (The words will be of three kinds: those relating to temperature; those relating to the solid and liquid state; and purely sensory terms, like "white," "wet," "smooth.")	Containers Water	
3. To improve skills in describing and classifying			

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 7 SCIENCE (cont.)			
4. To improve ability to conceptualize and draw conclusions	Ask the students to help you group the descriptive words according to what they tell us about ice and water.	Easily read thermometer	about ice
5. To improve understanding of the natural world	Ice is a solid, hard, can be broken or crushed, will stand on a flat surface. Water is a liquid that can flow or be spilled and needs a container. Snow is like finely crushed ice.	Play thermometer (See Appendix)	about water
	Ice is cold. If you warm it up, it melts and becomes water. If you refrigerate water, it freezes.		
	Demonstrate the use of a thermometer both with the play thermometer and with a real one dipped in warm water, and ice water. Relate the readings on the thermometer with weather conditions. In winter rain falls as snow and puddles freeze up.		

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 8			
OPENING EXERCISES			
Same as previous days	Same as previous days		
LANGUAGE ARTS			
1. To provide appreciation of literature	1. Read A *Visit From St. Nicholas*.	A *Visit From St. Nicholas* (See Appendix)	
2. To improve auditory discrimination skills through recognizing rhyming words	Re-read two lines at a time, instructing the class to name the words that rhyme, such as "house--mouse". 2. Have the class act out the story.		
3. To improve creative expression through actions	3. If the class is interested, learn a few lines for choral speaking.		
4. To improve general articulation skills			
5. To improve memory			
ARITHMETIC SKILLS			
1. To improve skills in solving problems	Continue to make up story problems for the students to solve. Use examples within the experience of the class and illustrate them whenever possible with objects that		

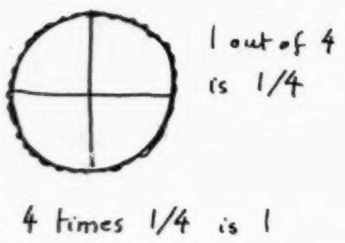
RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 8 ARITHMETIC SKILLS (cont.)			
2. To provide an application of arithmetic principles to everyday experiences	can be handled.		
3. To improve skills in addition and subtraction			
4. To improve listening skills			
EXPERIENCE AND CREATIVE THINKING			
1. To improve listening skills	Visit of a foreign guest or person acquainted with another country and its customs.	*Advance preparation:* invitation sent earlier by the class or by you	Welcome to our Visitor from ____
2. To improve spontaneous language	Ask your visitor to show pictures and to talk about foods, games, costumes, songs, and dances. Demonstrate these if possible. The students should be encouraged to ask questions of the visitor and to attempt the new songs and games. They will enjoy learning also a few words in a foreign language.	Travel posters	
3 To broaden vocabulary		Travel pamphlets	
4. To provide an opportunity for wider interpersonal communication		Records relating to the visitor's country	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 8 EXPERIENCE AND CREATIVE THINKING (cont.)			
	Note: This period can extend into the music lesson if the guest is able to stay.		
MUSIC			
1. To improve skills in singing	1. Sing one or more songs with the class guest. Learn a folk dance if the visitor is able to demonstrate one.	Records of Christmas carols	
2. To improve articulation	As a thank you to the visitor, sing Christmas carols to him before he leaves.		
3. To provide an experience of nonverbal expression through dance	2. If the visitor has left (or provided no musical stimulus) sing Christmas carols in class or around the school. Interpret carols through dancing and miming.		

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 9			
OPENING EXERCISES			
Same as previous days	Same as previous days		
LANGUAGE ARTS			
1. To improve attitudes towards others 2. To improve letter writing skills	1. Writing a thank-you note. Discuss the importance of writing thank-you letters. As a class write a thank-you note to the class visitor. Review parts of letters and of an envelope.		
3. To improve reading skills	2. Continue daily reading activities.		
4. To improve vocabulary related to mailing process			
ARITHMETIC SKILLS			
1. Same as previous lessons	1. Continue to work on story problems.		
2. To reinforce concept of parts making up a whole 3. To introduce vocabulary related to simple fractions	2. Introduce the idea of one-half and one-quarter by slicing an apple into four pieces. Compare the four quarters of an apple to the four quarters in a dollar. Show that 1 part out of 4 is written 1/4 and 1 part out of 2 is written 1/2.		 

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 9			
EXPERIENCE AND CREATIVE THINKING			
1. To provide a group experience	Play a memory game.		
2. To improve skills in observing 3. To improve memory span 4. To improve articulation	Take a trip around the school. Instruct the students to look for "Signs of Christmas." Upon your return, play the game "On our trip I saw a wreath. On our trip I saw a wreath and a Christmas Tree. On our trip I saw a wreath, a Christmas tree, and a ..."		
SCIENCE			
1. To increase vocabulary related to animals and seasons	Read *Little Bear's Christmas*, or another book about hibernation. Discuss the relationship of hibernation to the seasons. Talk about the need for shelter which we meet with houses.	Brustlein, J. (Janice) *Little Bear's Christmas*. N.Y.: Lothrup, Lee and Shepard, 1964	
2. To improve skills in comparing and contrasting 3. To improve skills in generalizing	Talk about what all animals do in winter. Birds fly to warmer regions, furry animals grow thicker coats. We put on clothes. In the spring, coats are shed. We are able to take the wool from sheep. Talk about all the domestic animals the students know about.	Marino, D. *Buzzy Bear's Winter Party*. N.Y.: Franklin Watts, 1967	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 9			
ART			
1. To improve skills in listening and in following directions	1. Show the class a variety of Christmas cards. Discuss the message, the design, the appropriateness for certain persons.	Craft materials	
2. To provide opportunity for individual expression	2. Make Christmas cards. Review the step-by-step procedure for making the cards. Then leave the students free to use the materials as they individually decide. When the cards are completed ask the students to describe their project and explain what feelings they were expressing.		

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 10			
OPENING EXERCISES			
Same as previous days	Same as previous days		
LANGUAGE ARTS			
1. To improve appreciation of literature	1. Show film *Amahl and the Night Visitors* or play the record. Talk about the story, reviewing the characters and events.	Film or record: *Amahl and the Night Visitors*	
2. To improve skills in relating an order of events	2. Play a vocabulary game using words from the story just seen or heard.		
3. To expand vocabulary	3. Continue daily reading activities.		
4. To improve reading skills			
ARITHMETIC SKILLS			
1. Same as previous arithmetic lesson	Introduce again the concept of half and quarter, demonstrating with an apple or a circle cut out of paper and fitted into a pie plate.		
2. To provide practical applications of concept that parts make up a whole	Make up story problems involving serving pizza to a family of four. Demonstrate that 2 quarters will make a half and 2 halves will make a whole.		

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 10			
SOCIAL STUDIES			
Same as previous social studies lessons	Locate and star Mexico on the map. Read *Nine Days to Christmas*, sharing the pictures with the class. Review the story. Supplement the story with other information or pictures you might have to illustrate Christmas in Mexico. Put a small picture of a pinata on the board and attach a piece of yarn from the pinata to Mexico	Ets, M.H. and Labastida, A. *Nine Days to Christmas*. N.Y.: Viking, 1959 Materials and pictures about Mexico Small picture of pinata	In Mexico, a holiday is called a fiesta.
EXPERIENCE AND CREATIVE THINKING			
1. To improve skills in working together	As a class project make a pinata.	Pinata materials and directions (See Appendix)	
2. To encourage free expression	Discuss what design to make and whether the pinata could be used as part of a class party.		
3. To improve ability to follow ordered steps	Have small groups working on various steps, for example, cutting paper, mixing paste, putting on strips.		
MUSIC			
1. To improve discrimination and identification of percussion instruments	Have a rhythm session. Play record "Ring the Bells on Christmas Day." Talk about the various percussion	Record: "Ring the Bells on Christmas Day."	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 10 MUSIC (cont.)			
2. To improve sense of rhythm and skills in recognizing rhythms	instruments in the record. Replay the record and have the class play along or keep time with the songs. If possible have percussion instruments in the classroom for students to handle and try out.	Percussion instruments such as chimes, gong, cymbals	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 11			
OPENING EXERCISES			
Same as previous days	Same as previous days		
LANGUAGE ARTS			
1. To improve reading skills 2. To encourage independent work	1. Pass out copies of Puzzle Tree crossword puzzle. Instruct the class to complete the puzzles independently. If this is too difficult for some, discuss the puzzle as a class.	Copies of Puzzle Tree crossword puzzle for each student	
3. To improve writing skills 4. To improve skills in participating, cooperating, deciding, and planning as a group	2. If time remains, begin discussing a class party for the last day before vacation. Talk about when it will be; who will be invited; what activities to plan; how to invite people; what to say on the invitations. 3. Continue daily reading activities.		
ARITHMETIC SKILLS			
1. Same as previous arithmetic lessons 2. To introduce vocabulary related to measures	Hold up a measuring cup clearly marked with 1/4, 1/2, 3/4, 1 cup. Using the smaller cup measures, and a dry product demonstrate the meaning of the marks. Call on students to measure various amounts.	A 1-cup measuring cup A 1-pint measuring cup Several measuring cups of 1/4, 1/2, 3/4 cup size	1 pint = 2 cups 1 cup = 1/2 pint

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 11 ARITHMETIC SKILLS (cont.)	Introduce a 1-pint measuring cup and show that it is equivalent to 2 cups. Make up story problems involving how many pints are equal to how many cups. Point out that 1 pint equals 2 cups, and 1 cup equals 1/2 pint. Demonstrate these relations with water at the classroom sink or in the restroom.		
SOCIAL STUDIES, MUSIC, AND ART			
1. Same as previous social studies lessons	The Nutcracker Suite.	Robbins, R. *Baboushka and the Three Kings.* Berkeley, Ca.: Parnassus, 1960	
2. To improve listening skills	1. Locate and star Russia on the map of the world. Add a label and an appropriate picture at the end of a piece of yarn as before. Read a folk tale about Christmas in old Russia if available.	Materials and pictures related to Russia	
3. To improve nonverbal expression through art	2. Introduce the story of the Nutcracker and explain that you will play a record that tells a story and expresses many feelings.	Small picture suggestive of Russia	
4. To improve nonverbal expression through dance		Record: "The Nutcracker Suite"	
5. To improve descriptive skills			

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 11 SOCIAL STUDIES, MUSIC, AND ART (cont.)			
6. To improve articulation	Ask the students to draw freely as they listen to the music. Encourage them to express their response to the music.	Drawing paper Colors	
	Play favorite musical segments again, and as a class improvise dancing to the various rhythms and moods of the music.	Pencils	
	Review the experience by describing the drawings or the dances and the feelings they portray.		

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 12			
OPENING EXERCISES			
Same as previous days	Same as previous days		
LANGUAGE ARTS			
1. To improve reading skills 2. To review vocabulary	1. Continue to discuss the class party. Plan the refreshments: what to have; who will bring it or make it; how much is needed.		
3. To provide opportunity for spontaneous language and discussion	2. Ask riddles related to vocabulary words. As a student guesses one riddle, allow him to make up the next one.		
	3. Continue daily reading activities.		
ARITHMETIC			
1. To review the basic concept of parts and the whole 2. To relate a basic arithmetic concept to practical situations 3. To improve skills in listening and following directions	Review the uses of measuring cups and the meanings of quarter, three-quarter. Review story problems based on cutting a pie or measuring liquids.	Measuring cups	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 12			
EXPERIENCE AND CREATIVE THINKING			
1. To provide practical experience in a group project	1. Make cookies for the class party. Plan the activity with the class. Discuss the recipe, the steps involved, the ingredients, the procedures, and who will be responsible for what.	Cookie ingredients and recipe (See Appendix) Measuring utensils	The steps to follow make the dough roll the dough cut the cookies bake the cookies eat the cookies!
2. To improve skills in describing and identifying	2. Proceed to make the cookies as a class as planned.	Other utensils	
3. To provide practical application of arithmetic skills	3. Review the activity by writing a story, illustrating with pictures. Stress the correct sequence of the order of events.		
4. To stress importance of ordering events			
5. To provide opportunity for spontaneous language in a group situation			
EXPERIENCE AND CREATIVE THINKING			
1. To improve discrimination of gross sounds	Tell the sound effect story "Santa's Noisy Christmas Eve", putting in the proper sound effects as they occur.	"Santa's Noisy Christmas Eve" (See Appendix)	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 12 EXPERIENCE AND CREATIVE THINKING (cont.)			
2. To improve co-ordination between auditory and motor senses	Talk about what each sound means. Instruct the students to cover their eyes. Play each instrument and call for identification of the sound.	Sound effects: toy drum, sticks, shrill whistle, bells, sand paper blocks, wood blocks, hammer or kazoo, 2 heavy pan lids	
3. To improve listening skills	Ask the class to help tell the story. Pass out the sound effects. Read the story, pointing to the correct person for their respective sound effects.		
ART			
1. To improve skills in working together	1. Finish pinata.	Craft materials	
2. To provide an opportunity for free expression	2. If time remains, have the class work on another Christmas present or party decoration.		
3. To improve listening skills			

IV. APPENDIX

TEACHING MATERIALS AND STORIES

Thermometer 137

Speech Bingo Game 138

The Twelve Days of Christmas 145

Holiday Alphabet 147

Glossary 153

Crossword Puzzles
    What We Wear 159
    School Days 161
    Christmas Joy 163
    Puzzle Tree 165

Crossword Puzzle Answers 167

Gifts That Can Be Easily Made 168

Mexican Pinata 170

Cut-Out Cookies 171

Stories
    A Visit from Saint Nicholas 177
    Santa's Noisy Christmas Eve 179

THERMOMETER

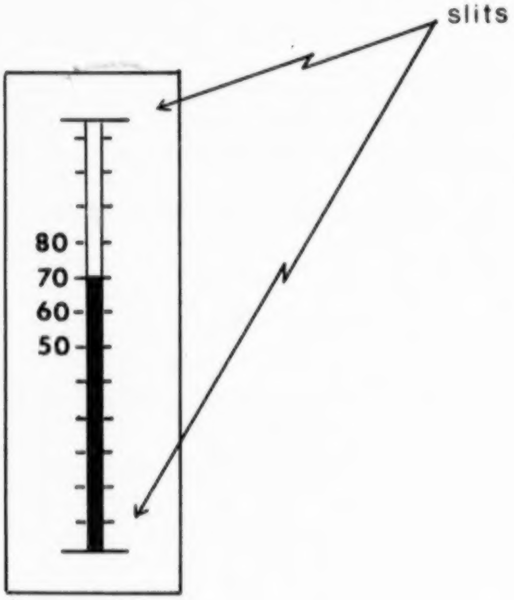
(white poster board, 4" x 12"; black and red marking pens; about 24" of 1/4" elastic)

Directions: Pencil in lightly a vertical guideline in the center of the board. Mark off degree lines across it in black, indicating as many degrees as you wish. You may want to range from -20° to 120°.

Cut slits at top and bottom of the line.

Color one-half of the length of elastic in red. Pass it through the slits, and staple the ends together in back, red end down.

Pull the elastic loop up and down to "read" any temperature.



SPEECH BINGO GAME

(Bingo sheets, tokens, number-calling cards)

Preparations: On the following pages are patterns for making Speech Bingo Games. Select a sheet with headings appropriate for the unit you are teaching. Duplicate this master sheet.

Using one sheet for each student, fill in the squares with numbers. The numbers may be varied to meet the abilities of each individual class. Make each sheet different, so that no two cards are identical.

Prepare for yourself a deck of cards with similar headings and numbers.

Directions: To play the game, pass out sheets to the class. From your prepared deck of cards, call out a number, such as, "Under pencil, number 25. Under book, number 12." Anyone with the number called under the correct object on his card marks the spot with a token.

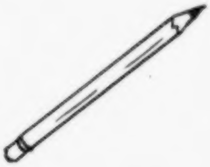
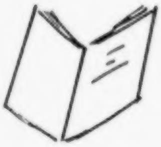
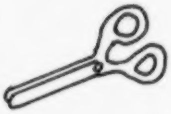
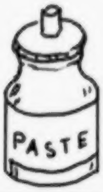
When a student's card is filled, he is to say "Bingo." He must then repeat aloud the winning numbers. The game can be simplified by asking that only one column be filled.

The students may take turns being callers.

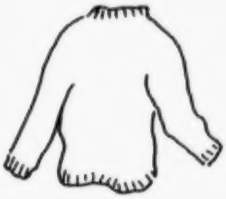
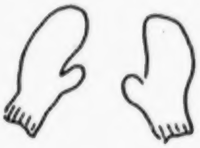
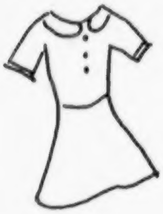
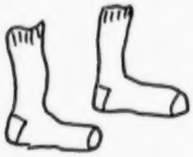
✏	📖		
3	8	10	3
5	6	7	2
4	3	5	6
1	2	1	9

✏	📖		
8	10	9	5
3	9	4	2
1	7	3	10
6	2	6	8

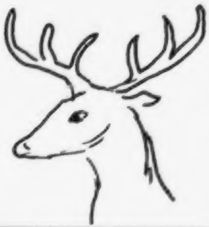
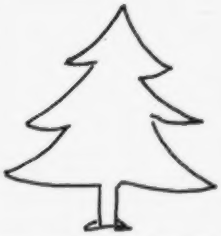
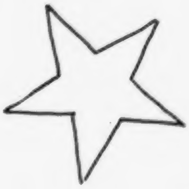
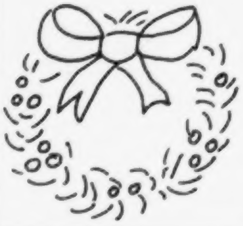
SCHOOL SPEECH BINGO

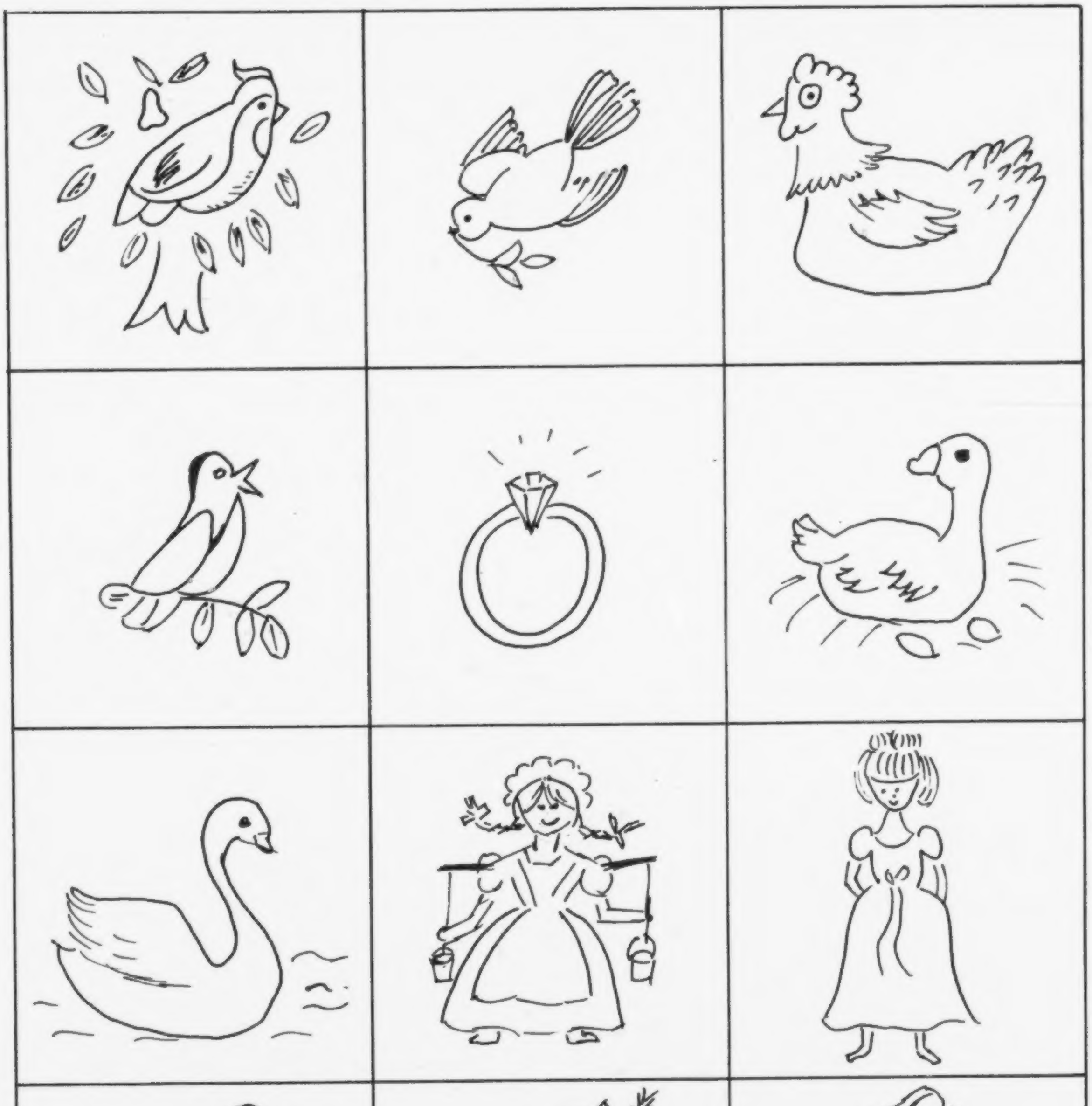
CLOTHES SPEECH BINGO

HOLIDAY SPEECH BINGO

THE TWELVE DAYS OF CHRISTMAS



HOLIDAY ALPHABET

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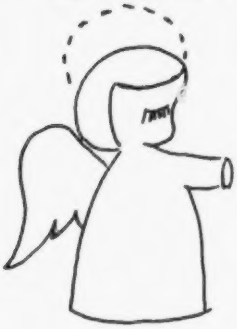
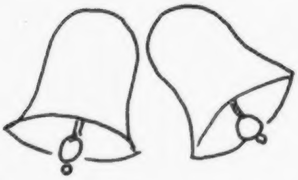
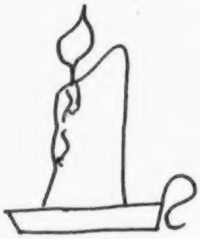
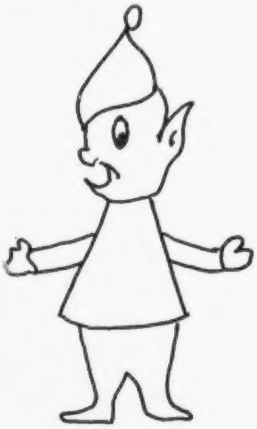




B _ _ _ _

C _ _ _ _ _





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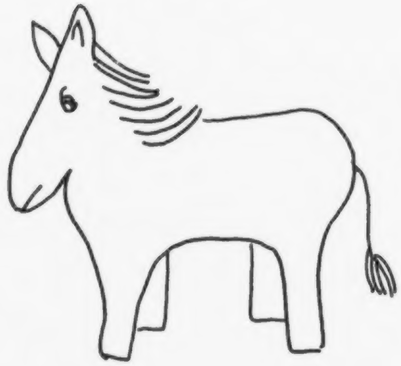

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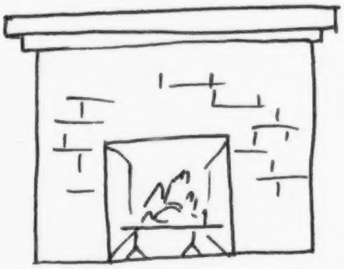

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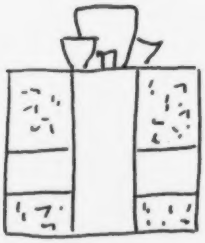

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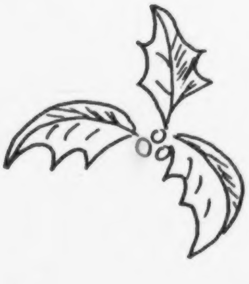

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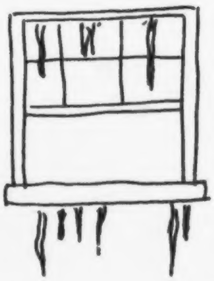
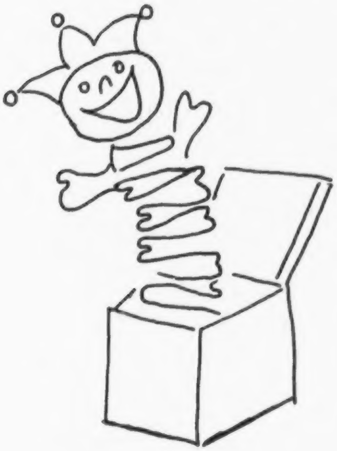
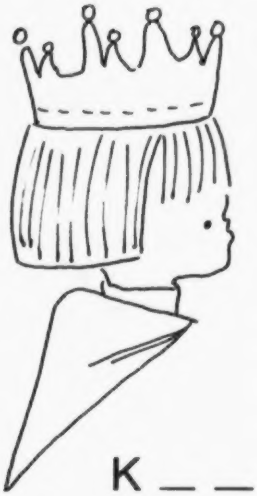


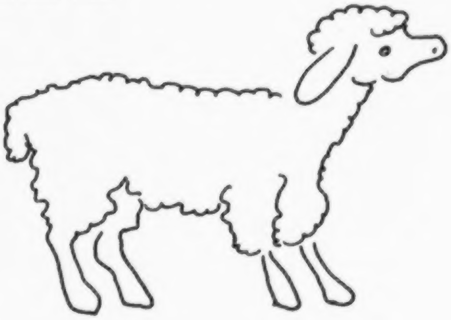
I _ _ _ _ _ _

HOLIDAY ALPHABET

J_ _ _   _ _   _ _ _   _ _ _

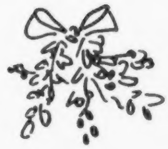


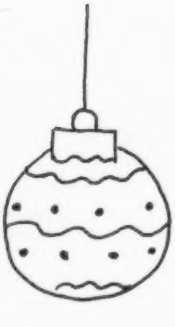




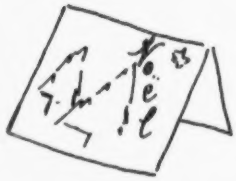
L_ _ _

K_ _ _

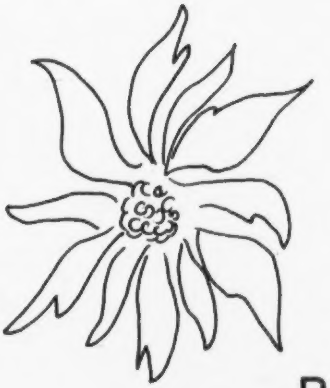




M_ _ _ _ _ _ _ _



O_ _ _ _ _ _ _



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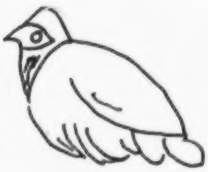
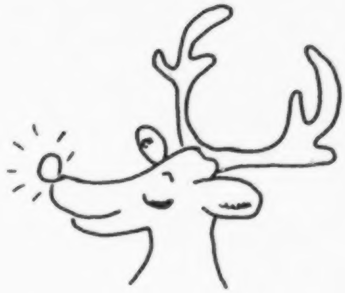


Q_ _ _ _

P_ _ _ _ _ _ _ _ _

HOLIDAY ALPHABET



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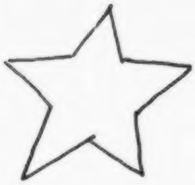

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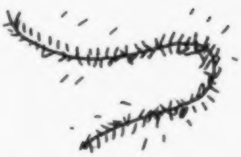

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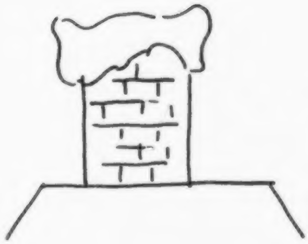
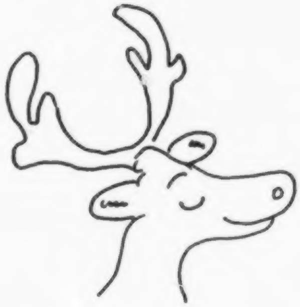
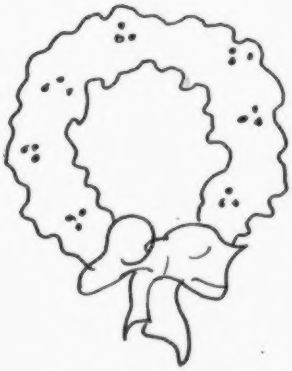


U _ the chimney

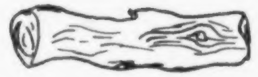


V _ _ _ _

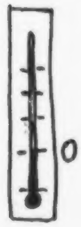


W _ _ _ _ _

merry
X _ _ _!

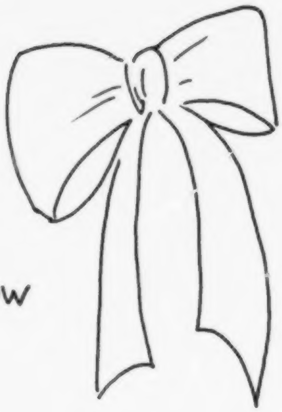


Y _ _ _ _ _ _

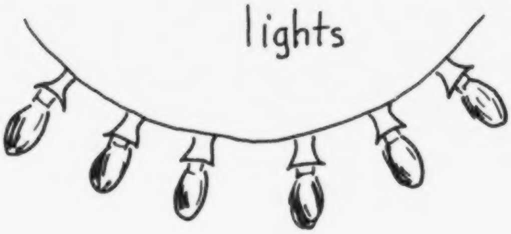


Z _ _ _

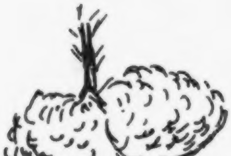
GLOSSARY



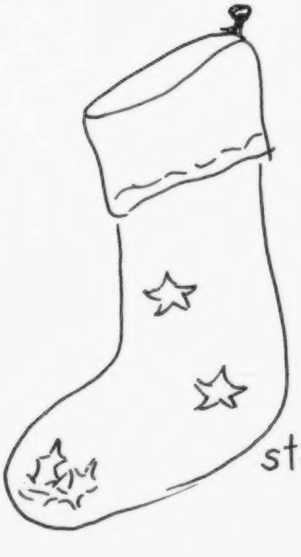
bow



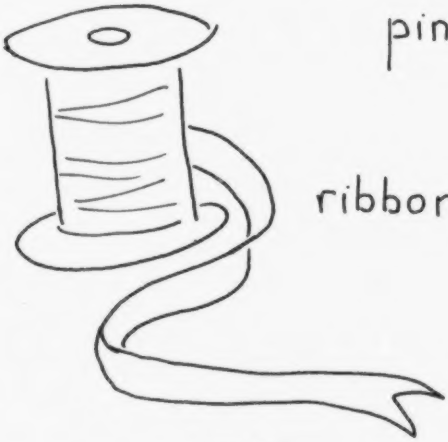
lights



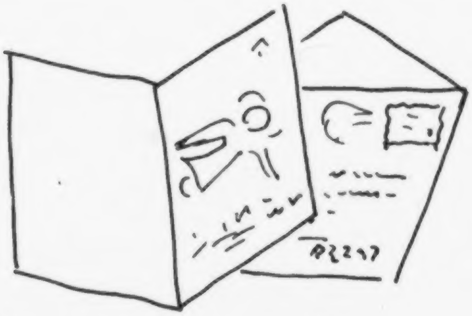
pine cones



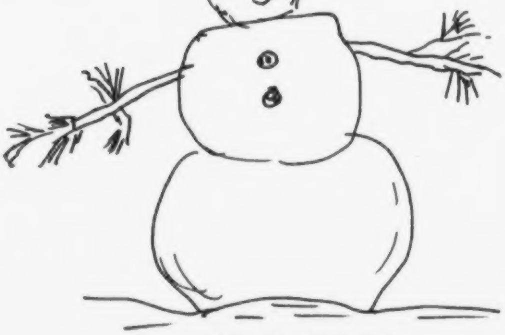
stocking



ribbon

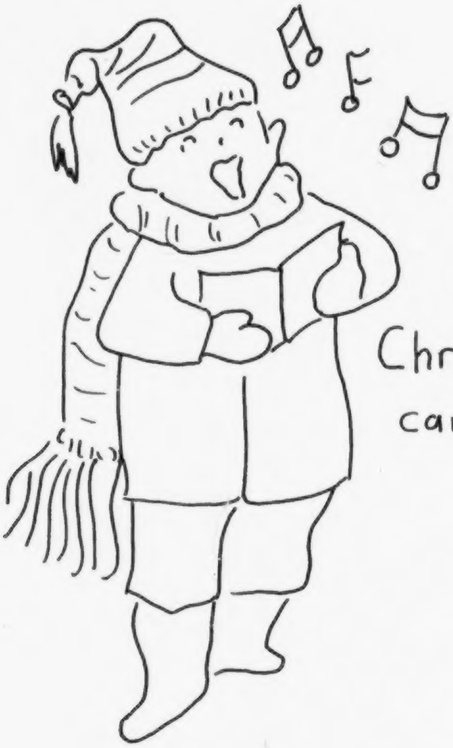


Christmas card

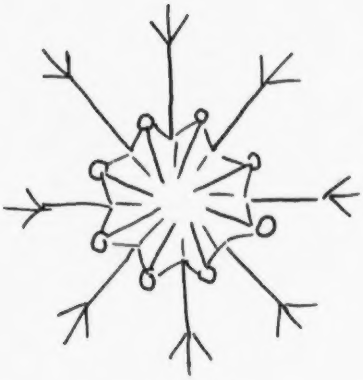


snowman

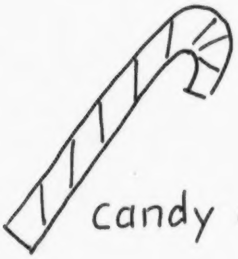
GLOSSARY



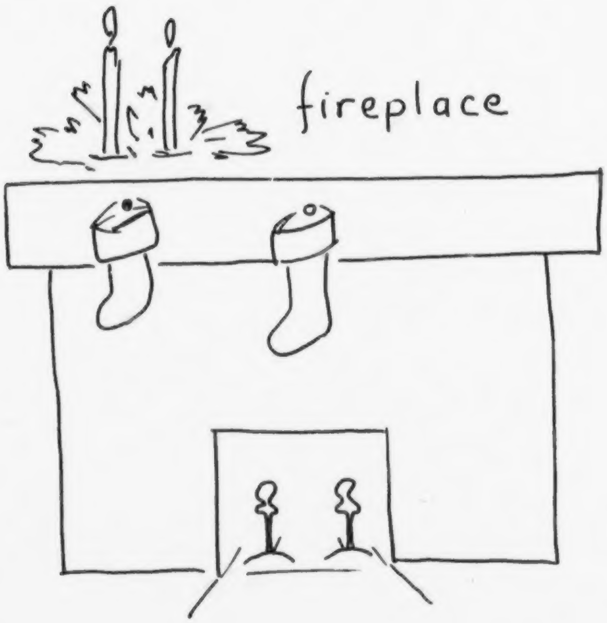
Christmas carol



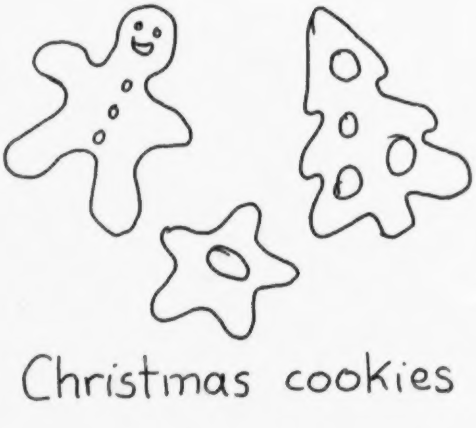
snowflake



candy cane

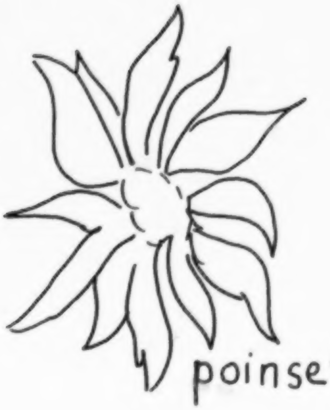


fireplace

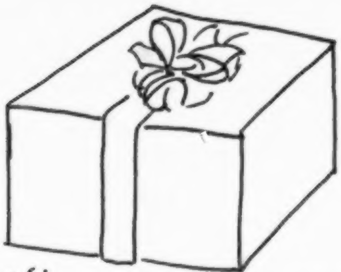


Christmas cookies

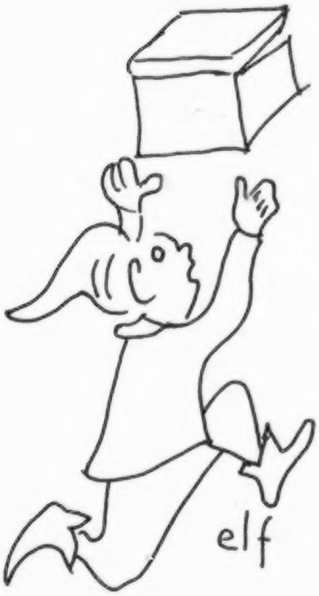
GLOSSARY



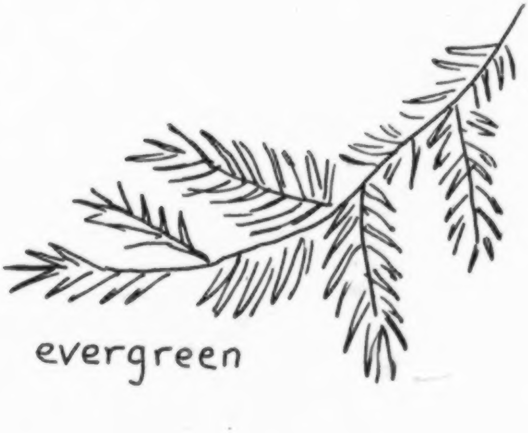
poinsettia



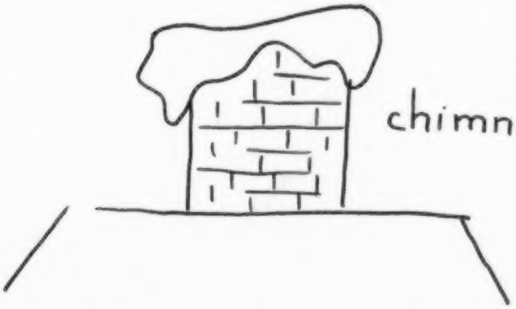
gift; present; package



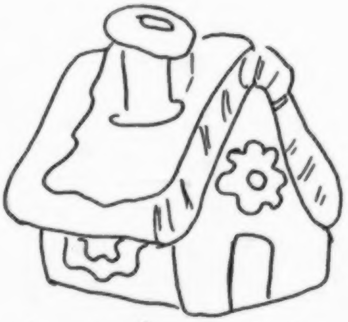
elf



evergreen

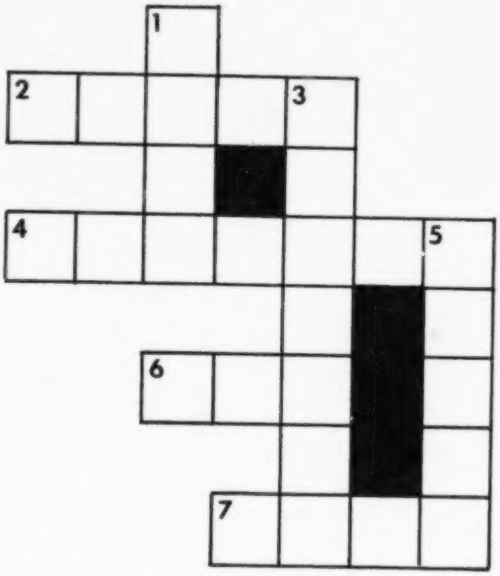


chimney

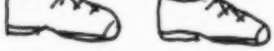


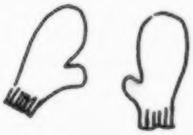
gingerbread house

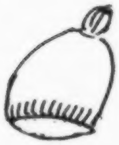
WHAT WE WEAR

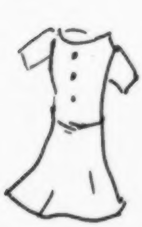


across

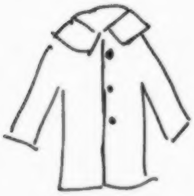
2 

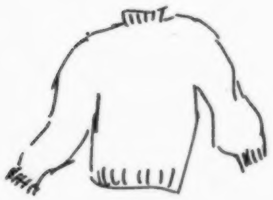
4 

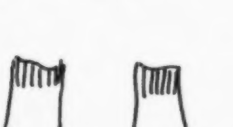
6 

7 

down

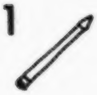
1 

3 

5 

SCHOOL DAYS

across

1


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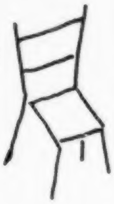

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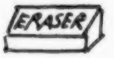

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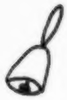

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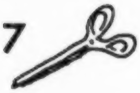

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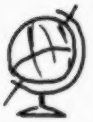

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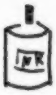

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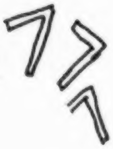

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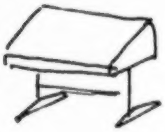
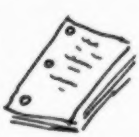


down

1


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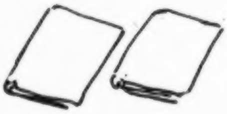

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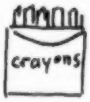

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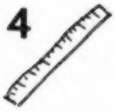

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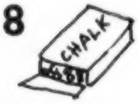

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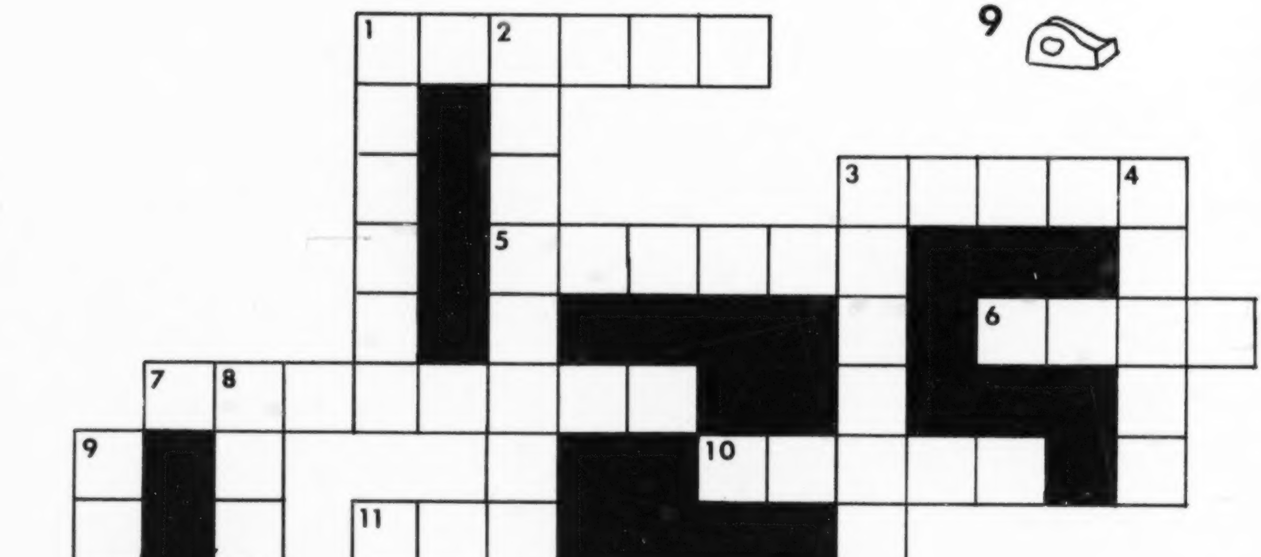
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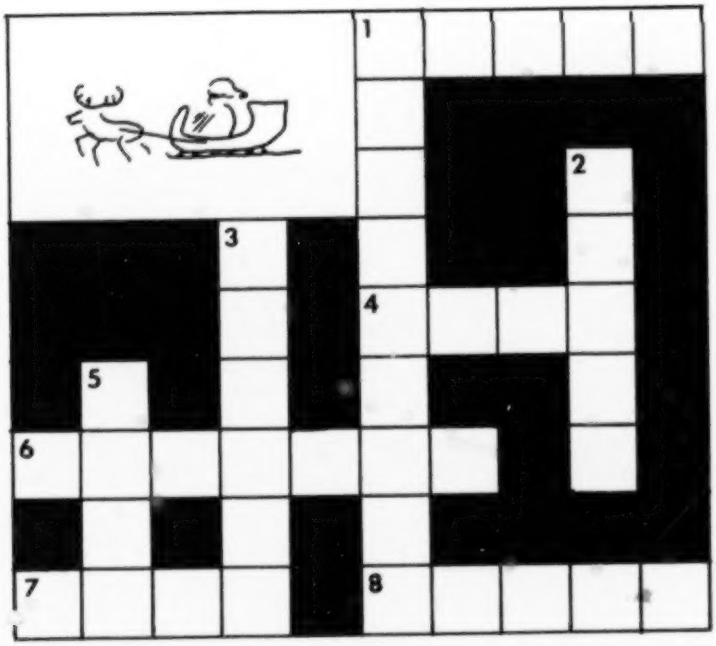
CHRISTMAS JOY



across

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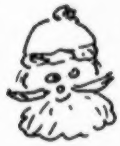

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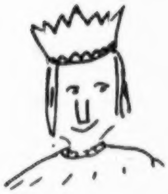

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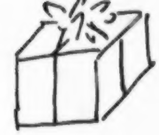

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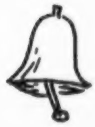

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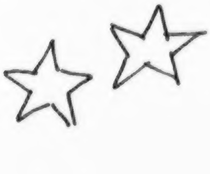

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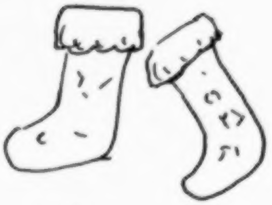

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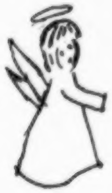

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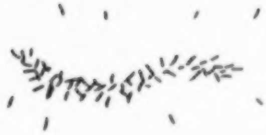

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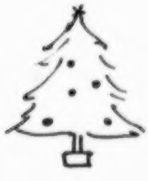
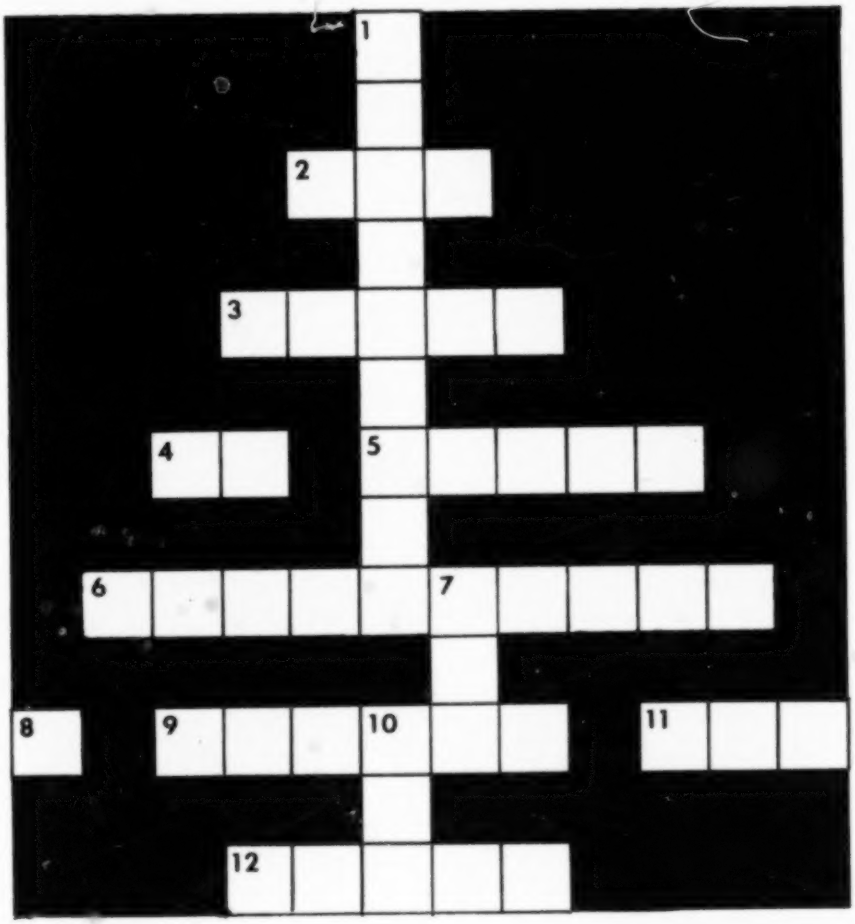


PUZZLE TREE



across

2 Not wet
3 Mother will ______ the turkey
4 Santa says, " ___!"
5 " ______ Christmas!"
6 Christmas flower
8 Me
9 Christmas door decoration
11 " ____ to the world!"
12 Holly ______

down

1 "Merry __________!"
7 What we do with Christmas cookies
10 What we breathe

CROSSWORD PUZZLE ANSWERS

WHAT WE WEAR

Across		Down	
2	shoes	1	coat
4	mittens	3	sweater
6	hat	5	socks
7	dress		

SCHOOL DAYS

Across		Down	
1	pencil	1	papers
3	chair	2	notebooks
5	eraser	3	crayons
6	bell	4	ruler
7	scissors	8	chalk
10	globe	9	tape
11	ink		
12	sevens		
13	desk		

CHRISTMAS JOY

Across		Down	
1	Santa	1	stockings
4	king	2	angel
6	present	3	tinsel
7	bell	5	tree
8	stars		

PUZZLE TREE

Across		Down	
2	dry	1	Christmas
3	baste	7	eat
4	ho	10	air
5	merry		
6	poinsettia		
8	I		
9	wreath		
11	joy		
12	berry		

GIFTS THAT CAN BE EASILY MADE*

Pincushion	(plastic hairspray lid or similar small container, Brillo pad, piece of fabric, glue)	Cover pad smoothly with the cloth and glue to inside of lid. Decorate edge of lid.
Paper Weight	(smooth rounded stone, paint, felt)	Decorate stone any way. Cut and glue a piece of felt to the bottom to protect the table.
Bib Clip	(2 snap clothespins, paint, gay ribbon)	Paint clothespins and tie them on the ends of a ribbon.
Knife Rack	(empty thread spools, thin board, strong glue, paint)	Glue empty thread spools side by side to a thin board, then paint board. The knives stand between the spools.
Bird Feeder	(small plastic bottle as from liquid dishwashing soap, 2 foil plates, two-pronged paper fasteners, heavy string)	Cut three small holes at the base of the bottle and attach a plate for feeding tray with paper fasteners. In center of second plate, cut a hole just large enough to fit over the neck of the bottle. Remove cap, and slip on plate upside down for shelter. Knot a heavy string through the cap with a loop at top to hang the feeder. Container can be filled with oatmeal or birdseed through the top.
Napkin Rings	(colored felt pieces 6" x 2", pinking shears, buttons, needle and thread)	Trim edges of felt strips with pinking shears. Sew a button on one end and cut a buttonhole in the other end.
Cuff Links	(4 matching shiny shank buttons, 2 paper clips)	Fasten 2 buttons on either end of each paper clip.

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Bath Salts

(Epsom salts, bottle of cologne, food coloring, decorative glass jars, ribbon)

Mix a few drops of cologne with a package of Epsom salts. Add 4 or 5 drops of food coloring - red, green, or yellow. Mix well. Package in a glass jar and decorate.

Recipe Clips

(colored felt pieces, glue, spring-type hair clips, recipe cards)

Cut small flowers from felt and glue to the tops of 2 clips. Snap the clips on opposite corner of a card on which you have printed neatly: THESE WILL KEEP YOUR RECIPES HANDY.

Pull-Toy for a Pet

(3 old nylon stockings)

Tie the nylon stockings together firmly about three inches above the toes. Braid the stockings all the way to the tops together. Make a knot or two in the length of the braid to provide an additional place for your pet to hang on.

MEXICAN PINATA

(1 large round balloon, strips of newspaper, wallpaper paste, tempera paint, colorful tissue paper, wire)

Directions: Blow up the balloon and tie it securely.

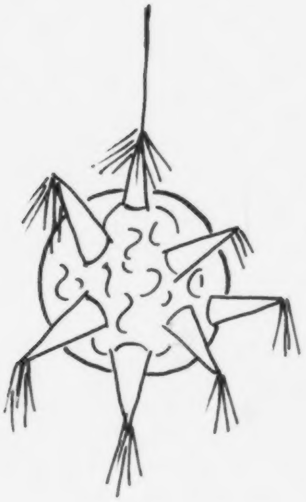
Cover the balloon completely with 2-inch wide strips of newspaper that have been dipped in wallpaper paste. Smooth these strips over the balloon in different directions. Allow the wrapped balloon to dry completely--this may take a day or two.

When the pinata is dry, cut a hole in the top, insert candies or goodies and replace the piece cut out.

Make five or more paper cones. Cut tabs at the base of each one and glue them to the pinata. Paint the entire pinata and add various designs. Glue several strips of colorful tissue paper to each cone.

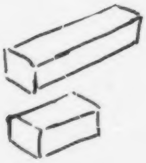
Hang the pinata from the ceiling with a wire high enough to keep it from being broken too early.

The children take turns being blindfolded and striking at the pinata with a long stick to break it.

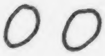


CUT-OUT COOKIES *

You need:


1 ½ stick margarine

1 cup sugar


2 eggs

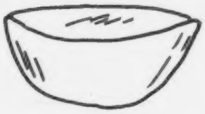
1 teaspoon vanilla

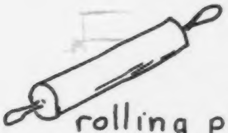
2 ½ cup flour

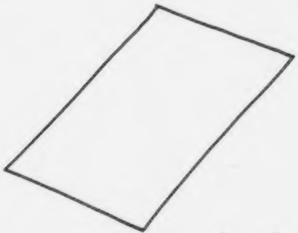
1 teaspoon baking powder

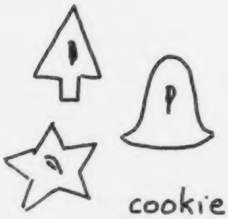
1 teaspoon salt

MARGARINE
SUGAR
VAN
FLOUR
BP
S


bowl


rolling pin


cookie sheet


cookie cutters

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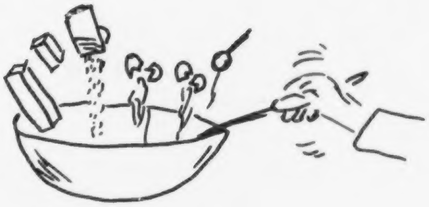
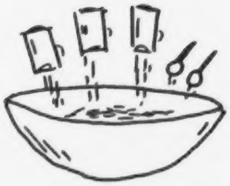
* Adapted from BETTY CROCKER'S COOKY BOOK, copyright 1963, by permission of General Mills.

Make the cookies:

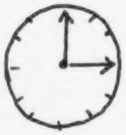


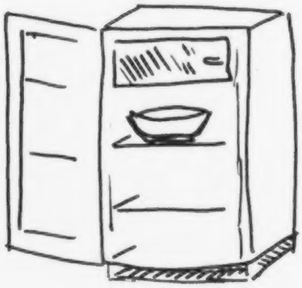
MIX
margarine
sugar
eggs
vanilla



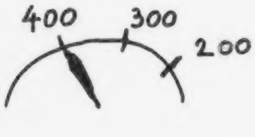
BLEND IN
flour
baking powder
salt

CHILL 1 hour

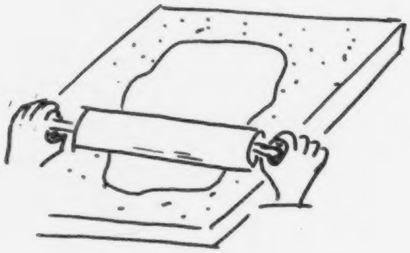




HEAT OVEN



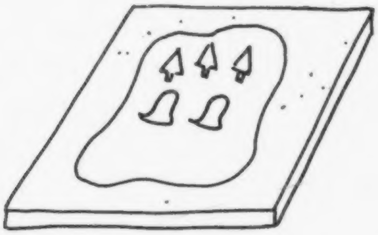
MAKE 3 BALLS OF DOUGH

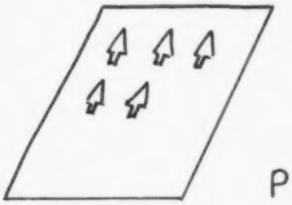


FLOUR BOARD

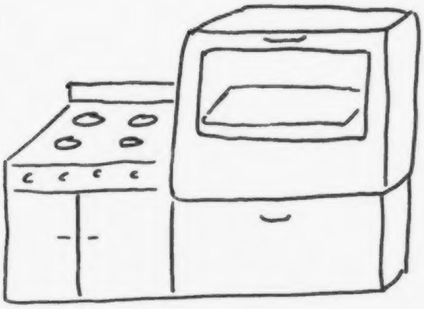
ROLL DOUGH

CUT WITH FLOURED
COOKIE CUTTERS





PUT ON UNGREASED COOKIE SHEET

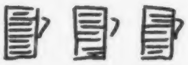


BAKE IN OVEN
6 TO 8 MINUTES

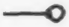
COOL , FROST AND DECORATE

For the frosting:

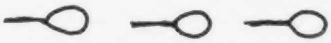
MIX



3 cups powdered sugar



½ teaspoon vanilla



3 tablespoons milk

A VISIT FROM SAINT NICHOLAS

by Clement C. Moore

Twas the night before Christmas, when all through the house
Not a creature was stirring, not even a mouse;
The stockings were hung by the chimney with care,
In hopes that Saint Nicholas soon would be there;

The children were nestled all snug in their beds,
While visions of sugar-plums danced in their heads;
And mama in her kerchief, and I in my cap,
Had just settled our brains for a long winter's nap---

When out on the lawn there arose such a clatter,
I sprang from my bed to see what was the matter.
Away to the window I flew like a flash,
Tore open the shutters and threw up the sash.

The moon on the breast of the new-fallen snow
Gave a lustre of midday to objects below;
When what to my wondering eyes should appear,
But a miniature sleigh and eight tiny reindeer,

With a little old driver, so lively and quick
I knew in a moment it must be Saint Nick!
More rapid than eagles his coursers they came,
And he whistled and shouted and called them by name:

"Now, Dasher! now, Dancer! now, Prancer and Vixen!
On, Comet! on, Cupid! on, Donder and Blitzen!
To the top of the porch, to the top of the wall!
Now dash away, dash away, dash away all!"

As dry leaves that before the wild hurricane fly,
When they meet with an obstacle, mount to the sky,
So up to the house-top the coursers they flew,
With a sleigh full of toys---and Saint Nicholas, too.

And then in a twinkling I heard on the roof
The prancing and pawing of each little hoof.
As I drew in my head, and was turning around,
Down the chimney Saint Nicholas came with a bound.

He was dressed all in fur from his head to his foot,
And his clothes were all tarnished with ashes and soot;
A bundle of toys he had flung on his back,
And he looked like a peddler just opening his pack.

His eyes, how they twinkled! his dimples, how merry!
His cheeks were like roses, his nose like a cherry;
His droll little mouth was drawn up like a bow,
And the beard on his chin was as white as the snow.

The stump of a pipe he held tight in his teeth,
And the smoke it encircled his head like a wreath.
He had a broad face and a little round belly
That shook, when he laughed, like a bowl full of jelly.

He was chubby and plump---a right jolly old elf;
And I laughed, when I saw him, in spite of myself.
A wink of his eye and a twist of his head
Soon gave me to know I had nothing to dread.

He spoke not a word, but went straight to his work,
And filled all the stockings; then turned with a jerk,
And laying his finger aside of his nose,
And giving a nod, up the chimney he rose.

He sprang in his sleigh, to his team gave a whistle,
And away they all flew like the down of a thistle;
But I heard him exclaim, ere he drove out of sight:
"Happy Christmas to all, and to all a good-night!"

SANTA'S NOISY CHRISTMAS EVE: A Sound Effects Skit *

Hand out the sound effects to children, making sure that they sit in order and know their numbers, and how to operate their sound effects.

Read the story aloud. Whenever you reach a sound effect (indicated by the number in parentheses), point to the appropriate child to make his sound.

Sound Effects:

1. Beat on drum
2. Blow shrill whistle
3. Ring bells
4. Rub sandpaper blocks together
5. Claps blocks of wood together
6. Sing through hummer or kazoo
7. Strike two heavy lids together

NARRATOR: It was a snowy, blowy Christmas Eve (1-roll, 2). Santa was just about finished with his rounds. His reindeer landed on the last roof with a great jingling of bells (3-loud). Santa jumped from his sleigh and squeezed down the chimney (4), landing softly on the floor (5). Reaching into the bottom of his almost-empty pack, Santa hummed (6) a tune as he decorated the tree and filled the stockings. The clock on the mantel struck two (7) as he put the last ornament in place. Then Santa began stacking presents under the tree (6-several times).

As he finished and stood back to survey his work proudly, he noticed that an ornament was slipping from a branch (4-slowly). He lunged frantically for it but he missed, and it crashed to the floor (7). In his hurry, Santa knocked over the beautifully wrapped presents that he had arranged so carefully (all loudly). Then, horrors! A brightly-painted Jack-in-the-box popped out with a grin (2-scaling up). A toy airplane started zooming around the room (6-up and

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* Mrs. Ainsworth and Girl Scout Troop 168, Walnut Creek, California. In PACK O' FUN, December, 1961, p. 13.

down), just as a bowling ball bumped over some small things that had fallen (1-bumps). A baby doll, still smiling sweetly, tumbled to the floor, loudly calling for her "Mama" (6).

Reaching quickly for her, Santa stumbled across a rocking horse, which started to rock frantically with its bells jingle-jangling (3). A large rubber ball, carefully balanced on the horse's saddle, slid off and began bouncing merrily around the room (1). It struck a tall pile of blocks, crashing them loudly to the floor (all sounds). A toy engine, beneath the blocks, began to whistle shrilly (2), as a block hit its switch, and it raced around and around on its track.

As the wind outside got louder and louder (6), the shutters began to bang (1), the windows rattled (5), and the rafters creaked (2). What a bedlam! Santa groaned (6), as he could hear his reindeer up on the roof prancing lightly (5) and jingling their bells (3).

"Oh, dear!" sighed Santa scratching his head (4). "Why does everything happen to me at once?" He scurried around the room, picking up things and putting them back in their boxes. Just as the clock struck three (7), many pairs of feet began running down the stairs (5), so hastily squeezing up the chimney (4), he jumped into his sleigh and away he flew. Through the noise of jingling bells (3), crashing storm (1-roll) and whistling wind (2), you could hear him exclaim as he drove out of sight, "Christmas is fun, but oh! what a night!" (all)

V. REFERENCE BOOKS AND MATERIALS

REFERENCE BOOKS AND MATERIALS

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Full page and double page illustrations accompany the song.

Adshead, Gladys L. *Brownies--It's Christmas!* N.Y.: Hale, 1955.

A simple story suitable for creative dramatics.

Anglund, Joan Walsh. *Christmas Is a Time of Giving.* N.Y.: Harcourt, Brace and World, 1961.

Baker, Laura Nelson. *The Friendly Beasts.* Parnassus Press, 1957.

Good illustrations. Story of the friendly beasts, followed by the song. Good introduction for teaching the song.

Barry, Robert. *Mr. Willowby's Christmas Tree.* N.Y.: McGraw-Hill Book Co., 1963.

Poetry. Good for preparations, getting a tree.

Bialk, Elisa. *Tizz Plays Santa Claus.* Chicago: Children's Press, 1957.

To read as a continuing story. Black and white illustrations, 96 pages.

Blough, Glenn O. *Christmas Trees and How They Grow.* N.Y.: McGraw-Hill Book Co., 1961.

Brock, Emma L. *The Birds' Christmas Tree.* N.Y.: Alfred A. Knopf, 1946.

Especially good for a class that is studying winter birds.

Broomfield, Robert. *The Twelve Days of Christmas.* N.Y.: McGraw-Hill Book Co., 1965.

Brown, Margaret Wise. *The Little Fir Tree.* N.Y.: Crowell, 1954.

The little tree which is selected for a Christmas tree. Includes English version of the song "O Tannenbaum."

Brustlein, J. (Janice). *Little Bear's Christmas.* N.Y.: Lothrop, Lee, and Shepard Co., 1964.

Colorful. Discusses why Little Bear didn't know about Christmas. Hibernation.

Caudill, Rebecca. *A Certain Small Shepherd.* N.Y.: Holt, Rinehart, and Winston, 1965.

About a boy who couldn't talk.

Cavanah, Frances, ed. *Told Under the Christmas Tree: A Collection of Christmas Stories, Poems, and Legends.* N.Y.: Grosset and Dunlap, 1941.

Includes an account of Christmas customs in many lands.

Clifford, Eth. *The Year of the Second Christmas.* Indianapolis: Bobbs-Merrill Co., 1959.

Delightful rhyming story about a mischievous elf. Large, colorful pictures. To read orally and share pictures.

Crimmins, James. *Nicholas, The Boy Who Wanted to be Santa Claus.* Philadelphia: J. B. Lippincott Co., 1962.

Cute and entertaining. Good for reading orally.

Dalgliesh, Alice, ed. *Christmas: A Book of Stories Old and New.* N.Y.: Scribner's Sons, 1950.

Duvoisin, Roger. *One Thousand Christmas Beards.* N.Y.: Alfred A. Knopf, 1955.

Large, colorful illustrations. Explains why we need so many Santas.

Ets, Marie H., and Labastida, Aurora. *Nine Days to Christmas.* N.Y.: Viking Press, 1959.

A simple story with good illustrations about Christmas in Mexico.

Fenner, Carol. *Christmas Tree on the Mountain.* N.Y.: Harcourt, Brace and World, Inc., 1966.

Adventures in getting ready for Christmas and finding a tree.

Foster, Mariana (Mariana). *Miss Flora McFlimsey's Christmas Eve.* N.Y.: Lothrop, Lee and Shepard, Co., 1949.

A doll describes Christmas.

Friedrich, Priscilla and Friedrich, Otto. *The Christmas Star*. N.Y.: Barnes and Co., 1962.

A story about stars and constellations. Elementary illustrations.

Gates, Huber. *The Christmas Tree*. N.Y.: MacMillan Co., 1951.

A MacMillan Reader unit book to accompany Ted and Sally basal primer. Uses 94 words. Excellent to use with reading groups.

Geisel, Theodore (Dr. Seuss). *How the Grinch Stole Christmas*. N.Y.: Random House, 1957.

Hays, Wilma P. *Christmas on the Mayflower*. N.Y.: Coward, McCann, Inc., 1956.

Can be used in connection with social studies.

Hill, Helen and Maxwell, Violet. *The Saintons Go to Bethlehem*. N.Y.: MacMillan Co., 1935.

Tells of French customs. Includes French folk songs. Colorful illustrations.

Holland, Marion. *A Tree for Teddy*. N.Y.: Alfred A. Knopf, 1957.

Story of a boy who wanted a Christmas tree. Black and white illustrations.

Hooper, Bayard. *Christmas Secrets*. N.Y.: Pantheon Books, Random House, 1961.

Two girls go Christmas shopping and meet Santa Claus.

Hull, Helen S. *Gift: A Tale for Christmas*. N.Y.: MacMillan Co., 1957.

Beautiful illustrations. About a wood carver who carves a creche and gives the Christ Child to a little boy.

Kelly, Eric P. *The Best Christmas*. N.Y.: Doubleday and Company, 1949.

To read as a continuing story. 100 pages.

Kingman, Lee. *The Magic Christmas Tree*. N.Y.: Farrar, Strauss and Cudahy, 1956.

Two little girls find a secret tree.

Lexau, Joan M. *Jose's Christmas Secret*. N.Y.: Dial Press, 1963.

A Puerto Rican boy wants to buy presents for his mother. Suitable for individual reading in a more advanced class.

Lindgren, Astrid and Wikland, Ilon. *Christmas in Noisy Village*. N.Y.: Viking Press, 1964.

A Danish story about getting ready for Christmas. Beautiful illustrations.

McGinley, Phyllis. *How Mrs. Santa Claus Saved Christmas*. Philadelphia: J. B. Lippincott Co., 1963.

Poetry. Good illustrations. Some large words.

——— *Mince Pie and Mistletoe*. Philadelphia: J. B. Lippincott Co., 1961.

Poetry describing Christmas customs in various parts of America. Good illustrations.

——— *The Year Without a Santa Claus*. Philadelphia: J. B. Lippincott Co., 1957.

Marino, Dorothy. *Buzzy Bear's Winter Party*. N.Y.: Franklin Watts, Inc., 1967.

Illustrated story regarding bears and hibernation.

Martin, Judith and Charlip, Remy. *The Tree Angel*. N.Y.: Alfred A. Knopf, 1962.

Story and play. Easily dramatized.

Miller, Edna. *Mousekin's Christmas Eve*. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1965.

Colorful illustrations.

Nussbaumer, Paul. *Away in a Manger: A Story of the Nativity*. N.Y.: Harcourt, Brace and World, 1965.

Beautifully illustrated. Simply told.

Pauli, Hertha. *America's First Christmas*. N.Y.: Ives, Washburn, Inc., 1962.

——— *Little Town of Bethlehem*. N.Y.: Duell, Sloan and Pearce, 1963.

Combines illustrations and stories to explain the significance of various Christmas carols.

——— *Silent Night*. N.Y.: Alfred A. Knopf, 1943.

Story of how the song was written and became popular. 83 pages.

______ *The First Christmas Tree.* N.Y.: Ives, Washburn, Inc., 1961.

The German story of the meaning of a Christmas tree.

Peters, John P. *The Animals' Christmas Tree.* N.Y.: Henry Z. Walck, 1962.

Cute illustrations.

Peterson, Bettina. *Christmas Is for Giving.* N.Y.: Ives, Washburn, Inc., 1960.

To read as a continuing story. Good description of creches and the idea of Christmas. Illustrated. Three chapters.

Robbins, Ruth. *Baboushka and the Three Kings.* Berkeley, Ca.: Parnassus Press, 1960.

Adapted from a Russian folktale. Large simple illustrations.

Sawyer, Ruth. *The Year of the Christmas Dragon.* N.Y.: Viking Press, 1960.

A story about China.

______ *This Way to Christmas.* N.Y.: Harper and Bros., 1967.

Ten chapters, 167 pages.

Schenk, Esther. *Christmas Time.* Chicago: Lyons and Carnahan, 1954.

Twenty-three words beyond first grade books of the Lyons and Carnahan Developmental Reading Series. Excellent for use with reading groups.

Seymour, Alta H. *Arne and the Christmas Star.* Chicago: Wilcox and Follett Co., 1952.

A story about France.

______ *Kaatje and the Christmas Compass.* Chicago: Wilcox and Follett Co., 1954.

A story about Holland.

______ *The Christmas Donkey.* Chicago: Wilcox and Follett Co., 1953.

A story about France.

______ *The Christmas Stove: A Story of Switzerland.* Chicago: Wilcox and Follett Co., 1951.

Story about two Swiss orphans.

Tazewell, Charles. *The Littlest Angel.* Chicago: Children's Press, Inc., 1946.

Tudor, Tasha. *Becky's Christmas.* N.Y.: Viking Press, 1961.

An old-fashioned Christmas. Beautiful illustrations.

______ *The Doll's Christmas.* N.Y.: Henry Z. Walck, 1950.

Especially appealing to girls.

Vance, Marguerite. *A Star for Hansi.* N.Y.: E. P. Dutton and Co., 1957.

Vasiliu, Mircea. *Hark, The Little Angel.* N.Y.: John Day Co., 1965.

Mischievous boy angel is in a modern city preparing for Christmas. Good illustrations.

Wahl, Jan. *Christmas in the Forest.* N.Y.: Macmillan Co., 1967.

A story about animals.

Wenning, Elizabeth. *The Christmas Mouse.* N.Y.: Holt, Rinehart, and Winston, 1959.

A story regarding Silent Night. Large illustrations.

Wiggins, Kate D. *The Birds' Christmas Carol.* Boston: Houghton Mifflin Co., 1941.

To read as a continuing story. A classic story about a wealthy girl who shared happiness with a poor family. Colored illustrations. 85 pages.

Wilder, Laura, I. *Little House in the Big Woods.* Eau Claire, Wi.: Hale, 1932.

SPEECH IMPROVEMENT

Bryngelson, Bryng and Mikalson, Elaine. *Speech Correction Through Listening*. Chicago: Scott, Foresman and Co., 1959.

McIntyre, Barbara M. *Informal Dramatics: A Language Arts Activity for the Special Pupil*. Pittsburgh: Stanwix House, 1963.

Thompson, J. J. and Scott, Louise B. *Talking Time*. Manchester, Missouri: Webster Div., McGraw-Hill Book Co., 1st ed. 1951, 2nd ed. 1966.

Engel, Rose C. *Language Motivating Experiences for Young Children*. Los Angeles: University of Southern California.

MISCELLANEOUS MATERIALS

Creative Playthings, Princeton, New Jersey 08540.

National Dairy Council, American Dairy Association of Iowa, Des Moines, Iowa 50309.

Peabody Language Development Kits, American Guidance Service, Inc., Minneapolis, Minnesota 55414.

Audiovisual Center, Division of Extension and University Services, University of Iowa, Iowa City, Iowa 52242
Films:

"How the Animals Discovered Christmas." U-4454. Coronet Productions.

"The Little Engine That Could." U-6100. Coronet Productions.

"The Littlest Angel." U-3092. Coronet Productions.

"Christmas Through the Ages." U-3860. Encyclopedia Brittanica Films, Inc.